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ABSTRACT

This monographs discusses outplacement counseling (the process of helping a terminated employee secure new employment) in business and industry and in higher education. The first section, outplacement in business and industry, describes the emergence of outplacement services and discusses benefits and problems associated with the service. The processes involved in outplacement, i.e., helping the terminated employee adjust to termination, develop new career goals, and secure an appropriate new job, are detailed. In addition, an outline for a 3-day outplacement workshop for the business and industry setting is presented as well as a six-page annotated bibliography. The second section discusses outplacement in higher education, focusing on its usefulness for faculty career development. The Virginia Tech Comprehensive Education-Based Career Development Model is presented along with a report on faculty experience with the model. A four-page biliography concludes the section. Section 3 is a discussion of means to ensure the quality and effectiveness of outplacement services. (JAC)

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# OUTPLACEMENT COUNSELING

by

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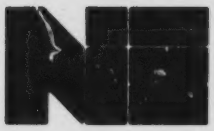

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# Outplacement Counseling In Business And Industry

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# OUTPLACEMENT COUNSELING IN BUSINESS AND INDUSTRY

Outplacement counseling, a new phenomenon that was once reserved for terminated executives, is now becoming widely used for laid-off employees at all levels. Outplacement services ease the shock of termination for both the organization and the employee. Typically, outplacement requires careful planning and can involve either individual or group counseling. The process assists employees to ventilate their feelings, identify their strengths, develop a career goal, and secure an appropriate position. Outplacement counseling can be provided by internal human resource specialists or external consultants. The 1980's will see outplacement take its place as an accepted and beneficial component of human resource management.

## INTRODUCTION

Outplacement is a relatively new term. Mention it at a cocktail party and you will probably get a blank stare. Someone from the business world might ask if it is a form of executive search or recruiting. A colleague from Great Britain might respond, "do you mean 'redundancy'?" Others might call it de-cruitment, de-hiring, or out-training. A less delicate observer would comment, "Oh, you mean FIRING someone!" While outplacement does involve working with the fired or laid-off employee and the terminating company, it is not the act of firing. Outplacement counseling is the process of assisting the terminated employee to deal with the trauma of being let go, to assess individual strengths and evaluate career options, and to learn effective job search strategies. Outplacement is always paid for by the terminating employer (DeLargey, 1982).

Outplacement counseling as a practice within the business sector is also relatively recent; a review of the literature reveals little reference to it prior to the mid-1970's. An early article by Myers and Abrahamson (1975) stressed that outplacement was the "humane" approach to the termination of a manager. Thomas Hubbard, founder of the New York-based THInc, was counseling terminated executives as early as 1969. Both Hubbard (1976) and Axmith (1976) were among the first to comment on the need of managers and executives for assistance in reentering the job market, and both provided descriptions of the outplacement process. Gallagher (1979), another early outplacement counselor, promoted the advantages of outplacement

services to the corporation. The true precursor of outplacement, however, was probably Bernard Haldane (1966), who was doing "re-employment" work with terminated employees nearly a decade before.

Current authors focus on both the immediate and long-range benefits for the terminated employee and the organization (Bailey, 1980; Dillon, 1980; Driessnack, 1978, 1980; Mithers, 1980; Schaaf, 1981). Rendero (1980) and White (1982) outline specific techniques for conducting outplacement counseling, while others (Axmith, 1981; DeRoche, 1982) stress the need for systematic pre-planning for positive termination and outplacement. A recent book (Morin & Yorks, 1982) covers both pre-planning and specific techniques for dealing with problems associated with outplacement. Supervisory journals (Dixon, 1982; Troisi, 1980) point out that terminating employees is a difficult and complex task for supervisors and offer suggestions for completing the task in an effective and thorough manner. Other writers (Erdlen, 1978; Gooding, 1981; Schreier, 1980) stress the need for the talents of professional outplacement consultants and lay out criteria for their selection. Henriksen (1982) goes a step further, pointing out a cooperative approach where the outplacement consultant's skills can be used to selectively supplement services provided by in-house personnel specialists.

As outplacement services have been extended to non-management personnel, descriptions of group outplacement processes (Jackson, 1980) and training programs in job-finding skills (Adams, 1980) are emerging in the literature. In addition, researchers (Schlossberg & Leibowitz, 1980) are following up groups who have been outplaced in order to determine the cost-effectiveness of such programs. This extension of outplacement services to a wider range of employees has prompted many organizations to incorporate outplacement services into their human resource management policies and programs. Management and personnel journals (Camden, 1981; Driessnack, 1979; Wolff, 1980) have described the positive financial impact of outplacement and underscored its place in a comprehensive human resource management system.

DeLargey (1982) provides a colorful picture of the evolution of outplacement, describing its transformation from a "calloused, executioner-type action" to "a carefully choreographed part of the new human resource management scene" (p. 7). The growth of outplacement is further evidenced by the publication of a directory

(Directory of Outplacement Firms, 1982) and business articles (Jacobs, 1980; Uihlein, 1980) describing outplacement as a "growth industry." Hymowitz' recent article (1982) in a wide-circulation publication read primarily by job-seekers illustrates that the topic is now coming to the attention of a large segment of the public. Finally, Bikerstaffe's discussion (1980) about redundancy shows us that the phenomenon of outplacement is not just confined to North America, but is a reality in Europe as well.

As outplacement counseling becomes more widespread, the quality of services emerges as an important concern. Stybel (1981) points out the differences between outplacement and executive search and stresses the potential for conflict of interest if the same firm provides both services. Gallagher (1982) sets out some ideas for insuring a high degree of professionalism in the growing and completely unlicensed or unregulated outplacement profession. Interestingly, one of his criteria is the experience of having been fired from at least one job.

## CONTRIBUTING FACTORS

Technological change. The past two decades have seen a phenomenal acceleration in technological change, especially in the area of computer technology. In the 1970's automated data processing was superseded by the increased use of optical scanning technology. The key-punch machines and the people trained to operate them became obsolete, and the operators could either be retrained or laid off. A similar change is occurring in the telecommunications field. As more and more organizations are converting telephone switchboard systems to automated direct dial and transfer systems, many traditional switchboard operators are becoming obsolete. Even such safe occupations as drafter are falling victim to computerized systems.

In the 1980's, the increased use of robot systems may make many of the assembly line positions in our automative and major appliance manufacturing industries obsolete. One thing is clear: technological change is not abating; rather, its rate is geometrically accelerating at such a pace that position obsolescence and the need for outplacement and/or retraining in the 1990's will surely increase.

Corporate reorganization. Corporate reorganizations have long been a major cause of individual executive terminations. There are the humorous stories about the vice-president who goes on vacation while the organization moves to a new building, and returns only to find that there is no office with his/her name on it--a very concrete indication that the vice-president has been "reorganized" out of the company. While the story may be exaggerated, the truth is that many executives fall victim to corporate reorganization.

One reason for this is vividly demonstrated in the rapidly growing computer field. In California's Silicon Valley, many of the leading computer firms (hardware, peripherals, software, etc.) are fewer than ten years old. Almost all were founded and developed by young entrepreneurs and inventors. As these organizations grow to an optimal size and a need for stability becomes apparent, the role of the financial manager frequently becomes more important to the organization than the role of the inventor or innovator. Consequently, the new organizational structure may not

include significant roles for the very individuals who founded the organization. These innovators are then cut loose to found new enterprises.

Economic downturns. In 1982 the economy has taken a heavy toll on corporate staffing. Each quarter has seen multi-million dollar losses posted by the transportation and heavy manufacturing industries. In an effort to reduce their losses, many of these organizations have turned to the most direct and technically simple method--the layoff of hourly and exempt personnel. While some organizations have provided laid-off workers with some type of outplacement counseling, most have given only the last check and the pink slip.

Takeovers, mergers, and divestitures. While the layoffs that come from a corporate reorganization may result in the pruning away of "dead wood," takeovers and mergers often result in too many competent workers. For instance, when an equipment manufacturer acquires a competing firm to capture a larger share of the marketplace, it frequently ends up with two personnel departments, two marketing divisions, and two overlapping national sales forces. When most of the incumbents are quite competent and productive, it is strictly a numbers game--some must stay and the surplus must be terminated. Some organizations provide outplacement services for the displaced, others just get severence pay.

Stagnation and burnout. Probably the single most important impetus behind the emergence of outplacement counseling has been the need to deal effectively with stagnated and burned-out managers and executives. Once creative and productive members of the organization, they have slowed their pace, some actually grinding to a halt, "retiring in place." This group includes the 45-year-old executive who is coping with a divorce and an identity crisis and can't seem to focus his/her energy on the job anymore. It also includes the once dynamic and aggressive sales manager who can no longer get out on the firing line. Since these individuals were once important contributors to the organization, they are offered outplacement assistance.

Obsolescence and over-specialization. Either obsolescence or over-specialization in a specific skill can rob a worker of the flexibility to adjust to changing economic or technical conditions. The space race of the 1960's drew many workers into engineering positions in the aerospace industry. Often given the title of engineer, but lacking formal engineering training, these workers learned and used

highly specialized and narrow skills. In good times, they moved up in prestige and salary, but in bad times, like the aerospace recession of the 1970's, these workers found themselves without jobs. They lacked the formal engineering knowledge to move into other jobs within the company. In addition, that same narrowness of experience made them virtually unemployable on the outside.

Promotion to level of incompetency. While we may smile and joke about the Peter Principle as applying only to incompetent bureaucrats and civil servants, this principle has been responsible for a large proportion of outplacement in industry. It has long been a common practice to promote the most technically competent worker to a managerial position, a position that requires skills and competencies that the technical person may not possess, or even be able to learn or develop. The engineering field is a prime example. Few engineers have received any management education as part of their engineering curriculum. Nevertheless, they are often thrust into management positions and expected to learn good management skills on the job. The result is an excellent engineer who becomes a poor engineering manager and thus a candidate for outplacement. In the educational sector, excellent teachers are sometimes promoted to incompetent (and unhappy) administrators.

Changing value systems in society. The major value systems that emerged from the Great Depression of the 1930's stressed the need for stability and loyalty. Each person was expected to have one spouse for life and one employer until retirement. Today's workers expect to change marital partners at least once and jobs at least three to five times in their lifetimes. While being fired was considered a major disaster by executives 15 years ago, one outplacement consultant (Gallagher, 1979) estimates that 15,000 executives and managers in major corporations are fired each year. Gallagher states that "this increase is directly traceable to massive revisions of fact and attitude in the areas of economics, society and management. It is as acceptable to terminate a poor or incompatible work relationship as a poor or incompatible marriage." (p. 109).

## CATEGORIES OF OUTPLACED EMPLOYEES

While many different types and levels of employees are terminated each year, outplacement services have traditionally been reserved for executives and managers. Possibly it is a matter of high-salaried employees reaping a high-cost

benefit; more probable is that the high mobility and attrition rate of those whose future in the organization is tied closely with the success or failure of products and campaigns requires an extra benefit. Today it is becoming more common for an executive's employment contract to include the provision for company-provided outplacement services if and when termination becomes necessary. Top executives are frequently outplaced when their organization is acquired and a new management team is brought on board. These executives are also displaced when one of their peers is promoted to chief executive and old rivalries actually or apparently prevent the cooperation necessary for the smooth operation of the company. Professionals are most often affected when a project they were hired for is cancelled or completed. Their skills as technical specialists are too narrowly defined (or perceived as such) for an easy transition to another project or division.

Blue collar and clerical workers have always been confronted with layoffs due to shifting consumer preferences and economic downturns. It is only in recent years that Fortune 500 companies are extending company-sponsored outplacement services (in a modified and less expensive version) to hourly employees. Educational institutions and public agencies are only now seriously considering the provision of outplacement services for employees. While these organizations are still reluctant to terminate unproductive or incompatible employees, the recent economic downturn has forced many to reduce services and staff positions associated with those services. These reductions have resulted in some attempts to provide "internal outplacement," which consists mostly of assistance with resumes and letting the news media know of the availability of surplus workers. Some federal agencies have contracted for services from outplacement consulting firms; state and local agencies may soon follow suit. The educational sector can also utilize outplacement technology to help alleviate the stagnation of educators and the paralysis of mobility within schools and universities.

Finally, older workers are now coming into contact with the concept of outplacement. The large numbers of workers and managers produced by the Baby Boom of the 1940's and '50's have become older and tend to clog the mobility corridors of the traditional pyramid-shaped organization. As they enter their 50's and 60's, there may be significant pressure to unclog the system by pushing for involuntary early retirement, a practice that is akin to outplacement. In many instances, the out-

placement budget is used to subsidize the lower monthly retirement checks so that the worker "can't afford not to retire." In other cases, an outplacement counselor is retained to assist the "retiree" in the transition to a part-time or consulting job. With the growing proportion of our workforce moving into their 50's, the concept of outplacement via early retirement is likely to expand.

## BENEFITS OF OUTPLACEMENT COUNSELING

### TO THE ORGANIZATION

Untarnished public/community image. While the news media seldom mention the many benefits that an organization provides for its employees, the announcement of a layoff usually results in broad television and newspaper coverage by local journalists. Many organizations have found that publicizing their efforts to assist displaced workers to find new employment can counterbalance at least some of the unfavorable publicity. Since the provision of outplacement services is not mandated by law or regulation, the organization which chooses to provide such services for terminated employees can be viewed as demonstrating a concern for the welfare of people. This is especially true when the affected employees are hourly or unskilled.

Goodwill of remaining employees and others. The majority of people who are touched by a layoff or termination are those who are left behind. Schlossberg and Leibowitz (1980) found that when the traditional two-week notice was given, a single employee had the opportunity to come in contact with 80 others and potentially weaken their morale. If employees receive outplacement assistance, they will develop a more positive attitude toward the job transition and job search process and will convey that attitude to their coworkers. Others who may also be strongly affected include supervisors, community leaders, and news media workers.

Improved image with customers and shareholders. Few things can be more disastrous to a company's image than to have terminated executives verbalizing the shortcomings of their former employer to their customers and clients. Outplacement counseling, in addition to accelerating the reemployment of severed employees, tends to turn the employee's initial anger into a positive regard for the company that is assisting them. In addition, most good outplacement counselors caution their clients that "bad mouthing" their former employers to business contacts can cost them dearly in the loss of potential allies in the job referral process.

Minimization of grievance and law suits. While we are usually well aware that women and minorities fall into "protected classes" and their termination can pose questions of possible discrimination, we forget that most executives who are terminated also fall into a protected class. Since the majority of outplaced executives are

white males in their early 40's, the possibility of a complaint or law suit is a real possibility. For these reasons it is imperative that the outplacement counselor deal with the displaced employee's anger and frustration as soon as possible and turn the candidate's attention toward a productive job search. Axmith (1981) points out that "many terminated employees sue their former companies not simply to gain a few months extra severance pay, but instead to express their anger and bitterness at the way in which they have been treated" (p. 36).

Alleviation of guilt feelings. The guilt that is associated with termination is manifested at many levels within the organization. The chief operating officer, while sure of the soundness of the business decision that dictated the closing of a factory, still feels some level of guilt when thinking of the hundreds of loyal workers who are thrust upon the labor market. The plant superintendent feels ill when he hands a pink slip to a worker that he personally trained. Guilt is even experienced by the workers who have survived a layoff and find it difficult to talk with their former coworkers when they meet on the street. The provision of outplacement counseling for the terminated employees can contribute greatly to the alleviation of guilt feelings at all of these levels.

Minimum increase in unemployment insurance premiums. In the case of large layoffs and plant closings, the cost of unemployment insurance premiums should not be ignored. Schreier (1980) points out that with the use of outplacement most terminated employees will be placed in new jobs within three to six months, compared to a six-to-twelve-month average for non-outplaced individuals. And the cost of that unemployment insurance can be high according to Bailey (1980), who observed that "in Goodyear's case of the closure of the Los Angeles and Conshohocken, Pennsylvania plants, the unemployment costs were estimated to be in the double digit millions of dollars" (p. 42).

More favorable financial bottom line. "What is the most cost-effective move?" is a common question for managers who are considering the termination of executives that are no longer effective. In fact, the task of firing a fellow executive is so uncomfortable for most managers that they tend to put it off, hoping that the candidate will find another position and resign. Consequently, each month that the manager puts off the termination of an ineffective executive is costing the organization money. A swift and timely severance will stem the flow of wasted cash.

TO THE EMPLOYEE

Increased self-esteem and self-confidence and renewed sense of control. Self-esteem and self-confidence can be both a cause and an effect of finding new employment. Even if the terminated employee has been a high performer, the fact that he or she is out of a job prompts thoughts of self-doubt. These thoughts and feelings can surface during job interviews and sabotage the chances for a quick return to the workforce. For this reason, one of the first objectives of outplacement lies in building the candidate's self-esteem and self-confidence.

Another dimension of outplacement involves giving the candidate a sense of control over his/her life by identifying strengths and focusing on a new goal. This helps mitigate the feeling of being victimized and isolated, as well as counteract the immobilization that may set in.

Ventilation of feelings of anger. Probably one of the greatest barriers to the swift and successful reemployment of terminated workers, both hourly and executives, is bottled-up negative feelings. Involuntary termination, even when we understand and agree with the rational reasons for such a termination, always generates strong emotions. The cycle of emotions is similar to our reactions to the termination of a marriage, or the death of a loved one: disbelief, despair, immobilization, anger, rage, withdrawal, grief, and finally, resolution. Most of us, especially males and executives, have been taught to repress such strong feelings, and we may not even be consciously aware of them. But, if these feelings are not brought to the surface and dealt with, they can effectively sabotage an otherwise sound career search plan. Repressed anger can unexpectedly emerge in job interviews or in conversation with a potential network contact. Most employment interviewers shy away from applicants who appear angry at previous employers; potential network contacts often hesitate to refer an acquaintance who is derogatory about a former employer to a friend who might have an appropriate opening. A competent outplacement counselor can deal with the anger and frustration before moving into the job search process.

A support structure. One of the most appropriate ways to deal with the stress generated by involuntary termination is within a support group or structure. Unfortunately, many terminated individuals, especially male executives, tend to isolate themselves emotionally and fail to reach out for support. It is not too uncommon for a terminated manager to continue to leave home at the same hour and spend the day

in the park or library, afraid or ashamed to share his troubles with his family. While the outplacement counselor can provide support for individuals receiving outplacement services, other types of support are available to those who are not. Forty-Plus, for example, is a self-help organization for displaced professionals over forty. Community service agencies such as the YMCA, YWCA and Jewish Vocational Services also have support groups for people in job and life transitions.

An active rather than passive orientation. Getting the right job is a full-time job. Putting an ad in the paper or blanketing the corporate world with resumes doesn't work. Terminated employees who sit at home and wait for the right job to come looking for them will be disappointed. Opportunity doesn't knock, the job seeker must do the door knocking--outplacement counselors urge their clients to actively pursue the job search because their experience has shown that the most successful candidates put the same level of energy, skill, and commitment into the job search as they put into their jobs. A successful job search requires a regular routine and schedule--it is a campaign much like a political or military activity.

A direction and goal. Many workers have never thought consciously about directions and goals in their careers. Most have spent their entire working careers responding to the needs and demands of their employers, meeting deadlines and turning out products and service. The point in between jobs can be an ideal opportunity to take stock of individual attributes, explore job options, and chart the best career course for the future. Having a clear and well-thought-out goal in mind will not only improve an individual's attitude, but is invaluable in seeking out potential employers and conducting job interviews. If you don't know where you are going, you will surely end up somewhere else.

A sense of organization and marketing one's skills. Many individuals who are terminated never had to actively look for a job--they were recruited right out of college and have no idea of how to go about a job search. A primary responsibility of the outplacement counselor, then, is to teach the candidate a highly organized strategy for securing a new position. The best job-search campaign is just as carefully planned and organized as is the work associated with the candidate's normal occupation. Job hunting is not a haphazard, amateurish pursuit, but a well-organized business activity.

Most employees are equally ill-equipped to market themselves systematically. Our society has taught us to focus on others, not on ourselves and our skills. Even professional marketing and salespeople have had little experience marketing themselves, as they have spent their entire careers selling someone else's product or services. The outplacement process teaches displaced workers to clearly describe their strongest skills and to market themselves to potential employers.

A rapid return to productive employment. A rapid, but not too rapid, return to productive employment is important both economically and professionally, in order to maintain one's lifestyle and to prevent embarrassing gaps in one's employment history. In addition, it is important to our psychological health to feel that we are engaged in a worthwhile pursuit each day. It may also be of consequence to the marital situation to return to a work routine as soon as practical. On the other hand, too rapid a return to employment status may be a mistake. Many terminations result from a bad fit between the individual and the job. In these cases, it is essential that the candidate participate in a thorough evaluation of both individual skills and strengths and the requirements of specific job options, in order to determine the most appropriate and compatible match. This is often a difficult task for the outplacement counselor, who is confronted with a client who needs to land a job, any job, right away. Landing a career takes longer.

A realistic attitude toward the future. An underestimate of one's potential is a guarantee of job dissatisfaction; an overestimate is a set-up for rejection and failure. Having a realistic attitude toward the future requires several steps. First, an individual needs to develop a clear and accurate picture of individual skills and assets. Second, the range of job options must be explored and their specific requirements and benefits understood. Third, the best match between individual assets and appropriate (and available) jobs must be determined. Finally, a realistic and workable career strategy plan should be mapped out. It is the role of the outplacement counselor to guide the candidate through these four steps, and the counselor's obligation to insure at each step that the data are accurate and the resulting goal and plan are realistic.

## SOME PROBLEMS OF OUTPLACEMENT

Management vs. union. While employees who are union members are frequently the recipients of the pink slip, few, if any, are offered outplacement services by the terminating organization. This situation stems from the adversarial relationship between management (the company) and union (the employee). If it is not in the contract, it just isn't offered. While some union contracts call for specific amounts of severance pay, the provision of outplacement counseling has been offered almost exclusively to non-union and management personnel. Possibly, future union contracts, like the contracts of some executives, will include the provision for outplacement counseling.

Employees on a commission. Commissions are an important consideration in the outplacement field. Compensation for individual executive outplacement, purchased from a consulting firm, is usually figured at a percentage of the candidate's total annual compensation (usually 15%, with a range of 12% to 20% industry-wide). Commissions are also important for the terminated sales professional. One creative method for both facilitating the transition of sales staff and improving the compensation of the terminated employee involves turning over most sales prospects to the new salesperson and allowing the terminated employee to continue "closing" sales that are in progress at the time of the termination. This technique has proven profitable to both the company and the outgoing employee.

Long-time employees. Long-time employees pose very special problems, as the reason for terminating is often tied directly to the long tenure. For example, a clerical employee may be in a job which has become routine and caused stagnation, but the person has been with the company 17 years and has a vested interest in the pension plan. While a new job would be more rewarding, the current benefits would be lost. This situation is commonly known as being bound by "golden handcuffs." When termination comes, management faces a dilemma: there is a need to offer something more than the traditional two-day group outplacement for hourly employees, but individual services are seen as too expensive. Some organizations have solved this problem by offering lower level, long-time employees a combination of group job search sessions and a limited number of individual counseling sessions.

Documenting the termination. One of the biggest fears that managers voice about terminating an employee is that the employee will sue or file a grievance and win reinstatement. Any employer can terminate an employee unless there exists a contract that states otherwise or unless the employee belongs to a legally protected group. The manager should examine the employment contract to determine if there are any conditions for termination, e.g., a specific pay continuation schedule. If such conditions exist, they should be met. The manager should also determine if the employee being terminated belongs to a protected group; these include ethnic minorities, women, persons between 40 and 60 years of age, and handicapped individuals. The manager should ask, "Would I terminate this employee, if she were not a female, or over 40, or a minority, or handicapped?" If the answer is no, the manager should seek legal advice prior to implementing the termination process. In any event, the reasons for the termination should be clearly stated in the termination interview and documented along with any comments from the candidate.

Obtaining and training a replacement. The need to keep the pending termination as confidential as possible poses a dilemma for the organization that needs to obtain and train a replacement. One popular solution for many organizations is to transfer an employee from a similar position at another branch; this person acts as a temporary replacement and eventually trains the new employee. In rare instances, where a good relationship remains after the termination, the candidate can be retrained as a consultant to provide some interim support and training to the successor. In many cases, the "targeted" outplacement candidate is slowly stripped of key tasks prior to the termination and these tasks are turned over to other employees. While this practice is not uncommon, it does have a detrimental effect on the morale of both the candidate and other staff members. Whatever the appropriate strategy, the terminating manager needs to carefully weigh how the successor will be trained prior to carrying out the termination.

Controlling the terminating manager's temper. Most managers don't like to think of terminating an employee. Consequently, they put it off as long as possible. But while the task is being put off, the manager's frustration may turn to anger and burst out during the termination interview. One way to avoid this situation is to provide the manager with the opportunity to discuss the task with the personnel manager or outplacement consultant and possibly rehearse what will be said. It

might also be appropriate to have the personnel manager or another senior manager in attendance during the termination interview; however, it would not be advisable to have any more than two managers present. The manager should be clear and up-front in describing the reasons for the termination and should not be talked into reversing or postponing the decision by an upset candidate. The severance benefits and insurance conversion procedures should be briefly explained and a written outline of the benefits given to the candidate. If an outplacement counselor has been retained, he or she should be introduced to the candidate at this point. It would then be appropriate for the outplacement counselor to take the candidate to some neutral office to deal with his/her negative feelings, make arrangements for vacating the company office, and set up some follow-up counseling appointments.

Outplacement vs. recruiting. Most corporations are familiar with and use recruiting firms, and it is easy for them to confuse them with outplacement firms. But there is a significant difference between the two. A recruiting, search, or head-hunting firm is retained by a company to find the best possible candidate for a specific position in the organization. The job is to seek out potential candidates, carefully screen them, and only refer the best possible match to the company. The outplacement firm, on the other hand, is retained by a company to take a terminated employee and provide the appropriate counseling, coaching, and guidance necessary to enable the terminated employee to secure the best possible position. While some search firms also provide outplacement services, the majority of firms specialize exclusively in one or the other. This is usually necessary to avoid an apparent conflict of interest, i.e., receiving a fee from one company to outplace an employee and accepting a fee from another firm for filling a position.

Announcing the termination. After the termination, especially of a key employee, there is the dilemma of how to announce the termination and what to call it. The method depends to a great extent upon the frame of mind of the terminated employee. If the employee is dealing with the termination philosophically (and many who are terminated are not at all surprised when it comes and even agree with the decision intellectually), he or she might want to participate in a staff meeting to announce the departure. When this occurs, the candidate and his or her boss usually choose to explain the departure as a business decision that was mutually decided by the two, that basically the company (or the division or project) is going to move in

one direction and the employee wants to focus energy in another direction. Occasionally, the candidate may choose to send a memo to the staff explaining the reasons for the move. This is most frequently done when the candidate's staff is disbursed at many locations. It is critical that some kind of announcement be made as soon as possible or rumors will quickly bring down the morale of the staff.

The reference statement. Even the employee who has been terminated because of unsatisfactory performance needs and deserves a reference statement, as he/she possesses some strengths and has made some contributions to the organization. The immediate supervisor and the personnel director are those usually approached by potential employers for a reference statement. For this reason, it is appropriate that they each have a copy of the reference statement close at hand for reference checks received on the phone. The reference statement should outline the major skills and strengths of the employee and list some of his/her contributions while with the company. Those tasks or roles that contributed to the termination should not be included. For instance, if the employee was terminated because of ineffective management skills, the reference statement should stress the technical skills and accomplishments and, if possible, ignore the management role. Often, the outplacement counselor, after assessing the candidate's skills, will meet with the immediate supervisor to hammer out the reference statement.

Forwarding messages and letters. It is important that the terminated employee receive personal messages promptly. It is also important for the security of the company's proprietary secrets and the continuity of the business that messages be routed to the terminating employee's successor. One way of meeting the needs of both is to give the responsibility for screening phone calls and making the referral decision to a secretary who can be trusted to look out for the interests of the company, but who will also be sensitive to the needs of the terminated employee.

Focusing on solutions, not blame. The tendency to assign blame complicates a termination and often necessitates the use of an outplacement counselor. The manager is unprepared for the trauma associated with conducting a termination and thus may tend to focus anger on the employee. The terminated employee blames the organization, the boss, coworkers, even spouse and children for the loss of a job. The employees that are left at the company feel caught in the middle and tend to blame both the management and the terminated employee for their discomfort. The out-

placement counselor's role is to try to minimize this blame by focusing on the termination as actually a solution. The termination allows the affected employee to move on to a new challenge and career satisfaction rather than the frustration of a bad job fit. The unaffected employees, too, should view the termination as a solution, not a problem.

Severance pay. Virtually all organizations provide some level of severance pay when terminating an employee. If too little severance pay is offered, the candidate's reaction may be to panic and take the first job that can be immediately obtained, often ending up underemployed and frustrated. This situation can also inflame the candidate's anger toward the company and result in a damaged image for the organization.

Some companies, however, have traditionally offered too much severance pay. Generally stimulated by a real concern for the welfare of terminated employees, this practice is sometimes known as the "Golden Handshake." When the employee is given a year's salary as severance pay, the result can often be a withdrawal from actually seeking a new position until many of the candidate's potential contacts have grown stale or moved on. There is also the tendency to develop the habit of putting things off until tomorrow, a habit that sabotages the job-seeking strategy.

A popular alternative to the severance pay dilemma is to offer salary continuation. This insures minimal disruption to the candidate's economic condition by continuing monthly paychecks and benefits for "a reasonable period." This period is typically four to six months, which is a reasonable time for most executives to find a suitable position. Some organizations follow the guaranteed pay continuation with a negotiated month-by-month stipend until a suitable position is found.

Morale of the workers who stay. It is the survivors who suffer more than the actual casualties in a termination. No one likes to see friends or colleagues lose their jobs. Whether the loss stems from individual terminations or group layoffs, the employees who stay will have ongoing interactions with the terminated workers. They are friends and neighbors and their lives are intricately tied together. Unfortunately, the fact that the unaffected workers are still employed often generates painful guilt when they come in contact with their former coworkers. This guilt or uneasiness is magnified if the termination has been handled badly, or if few outplacement services are being provided. Often something as simple and inexpensive

as having the personnel department provide resume typing and mailing service can be a positive force for the morale of both the terminated and the remaining employees. There is usually a positive correlation between the level of outplacement services that are provided and the morale of the people who remain. A somewhat morbid analogy is to compare outplacement services with funeral services--while both focus on the departed, they provide important benefits to the survivors by bringing them together and giving them optimism for the future.

Amount of notice. The amount of notice to give an employee is always a dilemma. In a unionized situation the solution is simple--it is spelled out in the contract. With other employees the matter is more complicated. Many supervisors worry about theft and sabotage by employees who have been given notice and are still on the job. Others worry about how the employee will take the shock of termination and want to do the most humane thing. One good example of too much notice is the California teachers' layoff during the budget reductions of 1982. By law, if a California teacher is not to be rehired in the fall, he or she must be formally notified no later than March 15th of this decision. In this case, hundreds of teachers were given 3½ months notice that they would not be returning and the impact on the morale of the schools was disastrous. The affected teachers were angry at the administration. The unaffected teachers were uncomfortable and guilt-ridden. Everyone, including the students, suffered. Most outplacement counselors will recommend that as little notice as possible be given and that sufficient pay continuation be granted; this allows the terminated employee to get on with the process of securing a new position.

## THE PROCESS OF OUTPLACEMENT COUNSELING

Pre-planning. Terminating an employee is probably the least favorite of management tasks. The direct supervisor usually has the responsibility for notifying the employee of the termination. This responsibility should not be delegated to the personnel manager or the outplacement counselor, but these two professionals can be of considerable assistance in briefing the manager on what procedures to follow.

The reasons for the termination should be outlined as clearly and directly as possible. This can often be best accomplished by having the supervisor rehearse the procedures with the personnel director. The supervisor should guard against backing down from the decision to terminate, keep a cool head, and not enter into a debate about the facts or who is "right or wrong." While there is a tendency to want to put off the termination until the end of the week, it is a mistake to terminate on a Friday afternoon. That only leaves the terminated employee in the uncomfortable position of stewing unhappily all weekend. A more appropriate time would be a Tuesday or Wednesday morning, right before lunch. This will give the outplacement counselor the opportunity to assist the employee in gathering personal items from the office while the rest of the staff is at lunch.

In addition to choosing an appropriate time for the termination, the place is important. While most managers tend automatically to choose their own offices, a more appropriate setting is a conference room or other neutral place. This will allow the manager to withdraw and leave the employee with the outplacement counselor to deal with the shock and discuss the future.

A carefully written description of the severance package should also be provided. In many executive cases this will include pay continuation for six months with the possibility of a month-by-month extension for the next few months until a suitable position is obtained. Lower level employees generally receive two weeks' pay in lieu of notice and one additional week's pay for each year of service. This may be also paid as "salary continuation" rather than one lump sum. Another benefit consideration is insurance—a usual practice is to continue coverage while salary is being continued and then provide information and forms for converting to individual policies. Finally, some thought needs to be directed toward the reference statement, which should stress the employee's major strengths. One copy can be retained by the immediate supervisor for easy review in response to telephone inquiries.

Dealing with emotions. Probably one of the major reasons that organizations choose to use an external outplacement consultant is that it is difficult for internal staff to deal with the negative emotions generated by termination, e.g., anger, frustration, or confusion. Most employees find it difficult to ventilate these feelings with members of the corporate staff, probably for two reasons: (1) an ingrained taboo, especially among male executives, against emotional outbursts in the work environment, and (2) the traditional power relationships within the organization that make it "unacceptable" to ventilate anger to a member of management. Consequently, many organizations are finding it more effective to delegate the outplacement process to a professional outplacement consulting firm. This allows the skilled outplacement counselor to deal with the employee's emotions in a neutral and safe environment. It is critical that the ventilation occur as soon as possible, for the benefit of both the organization and the individual.

A vivid example of the importance of timing is provided by the situation of an air traffic controller who was fired during the government-union dispute in August, 1981. He came to a career counselor a year later to seek assistance in finding employment. The counselor found it necessary to help the controller work through his anger and frustration about the termination before he could focus on an appropriate goal and actively seek a new position. These unresolved feelings had immobilized the controller for 12 months.

Another example of the criticality of timing is the layoff in California of several hundred county government employees after the passage of the tax reduction measure (Proposition 13). While it was clear as early as March that the budget would be cut and the employees were given over three months notice, few made any overt effort to seek new employment. In fact, the vast majority worked up until the last day in June believing that the July 1st layoff would not occur. Many interviewed by the media while cleaning out their desks indicated that they were "surprised, stunned, and shocked" at being laid off. During the two months preceding the layoff, two groups of employees were active, but not in the process of seeking new employment. These two groups filed a series of law suits against the county and various county officials in an attempt to stop the layoffs. Their actions stemmed from denial and disbelief that "this is happening to me" and anger toward the organization, which are common reactions to involuntary termination.

While the terminated employee can and should receive support from family members, the initial emotional ventilation is usually best dealt with by a professional counselor. If the employee "dumps" too much anger and frustration on family members, the result can be either temporary alienation or hooking them into the anger cycle, which can have undesirable side effects. For example, the spouse of the terminated employee may make angry comments about the behavior of the company to friends and neighbors. This may cause these potential job contacts to pull back and be wary of considering the worker for a position in their company, considering the chance that a similar "unpleasant" parting might occur.

Many outplacement counselors recommend that the terminated employee present a realistically positive attitude to family members and discuss with them what each might do to facilitate reemployment. Most executives emphasize to family, friends, and neighbors that the termination was a joint decision, that "we decided that I had made my contribution, and that it is now time to move on to new challenges." In this way, it is comfortable and natural to let personal contacts know that you would appreciate any referrals to people or organizations where a "new challenge" may be found. This strategy puts the terminated employee's situation in a more positive frame of reference and adds to the comfort of others. It is frequently stressed by outplacement counselors that angry outbursts and disparaging remarks about the company hurt the job-seeker much more than the company. In the critical first ten days that follow the termination, friends and acquaintances can become allies in the job search. The key to gaining their help lies in the appropriate ventilation of emotions.

The counseling relationship. The success of the outplacement process relies heavily on the relationship that is established between the client and the counselor. The client must perceive that the counselor understands the psychological trauma associated with the termination, and also has a good knowledge base about the world of work in general and the client's specific occupation and industry. An even more significant prerequisite to establishing rapport is the ability of the counselor to be perceived and accepted as a peer by the client. The need for the appearance of a "peer relationship" has prompted one prominent outplacement firm to designate all the counselors as vice-presidents. The need for a peer relationship may also have prevented large numbers of women from becoming outplacement counselors (or vice-

presidents), as many older male executives are still not able to comfortably view women as equals in the business arena.

In addition to rapport, it is important for the client to feel that the information given to the outplacement counselor will be held in confidence. Outplacement clients need to trust that their welfare is of primary importance to the counselor. This tends to put the "internal" consultant, usually a personnel manager in the terminating organization, at a considerable disadvantage. It is difficult to be loyal to the client and the company at the same time. This also makes it difficult for the outplacement client to use a headhunter or management recruiter as a job consultant. Again, the question is whether the consultant is working for the company which has a job to be filled or for the individual who needs a job.

Once a satisfactory relationship is developed between the client and counselor, the counselor must have the ability to shift functions as they move through the outplacement process. The initial counselor role involves a heavy amount of listening. It is not uncommon to spend 18-20 hours during the first week after the termination just listening to the client's anger, rage and frustration. While the listening function remains in play throughout the process, the second major role to emerge is that of advisor. The client is told what should be done and what should be avoided; reading assignments are given and homework projects suggested. Since the consultant is seen as an expert in the process of finding and securing a job, the advisor role is seldom questioned.

As the outplacement process moves into the job search stage, the counselor takes on the role of teacher and coach, taking the client through mock job interviews and salary negotiations. As a coach, the counselor analyzes what has been done properly and well, and suggests ways to continue growth and improvement. As the outplacement process grows into weeks and months, the tendency to slow up or quit may surface, and the counselor increasingly needs to use the technique of pushing. This is particularly important if the client becomes discouraged with a lack of responses--the counselor must push for action, and many clients comment that they even look forward to that push.

One additional skill or role that is apparent throughout the outplacement process is that of supporter. As the individual goes about the job search, it is important to have someone that can be turned to for support and encouragement. In

sum, the effective outplacement counselor not only knows the techniques of the job search process, but also serves as listener, advisor, coach, motivator, and source of psychological support. While contact with the outplacement counselor is sometimes on a daily basis during the first week after the termination, weekly contact throughout the job search process is the norm. When appropriate, these contacts can involve telephone calls for suggestions or support.

The assessment process. A wide range of assessment occurs in the outplacement counseling process. Some outplacement firms make a regular practice of providing candidates with a complete psychological assessment. Conducted by an outplacement counselor who is also a psychologist, or contracted out to a consulting psychologist, the assessment might include a projective technique such as the Thematic Apperception Test (TAT), an individual intelligence test such as the Weschler Adult Intelligence Scale (WAIS), and a managerial style/effectiveness instrument. Assessments conducted by more traditionally trained career counselors (who are not licensed psychologists) usually involve the use of standardized tests of occupational interests, career values, and personality.

Probably the most widespread technique in outplacement is a self-assessment process that develops and specifies accomplishment statements. Clients are asked to look back throughout their most significant work history, list as many job accomplishments as possible, and then quantify them. For instance, a successful sales executive might list, "increased sales by 320% by instituting a new advertising campaign," while a production manager might put down, "developed an inspection procedure which reduced field rejects from 12% to 3%." The development of these statements can serve three distinct purposes. First, the task of writing is time-consuming homework that is assigned to the client at the critical point of the first meeting with the counselor. It thus helps to occupy the client's mind and rebuild some damaged self-esteem. Second, the key quantified statements can serve as a basis for the functional section of an effective resume. Third, the process of thinking about and polishing the accomplishment statements gives the client a ready storehouse of specific achievements to describe in subsequent job interviews.

Exploration of options. With a clear picture of individual talents and skills from the assessment process, the client's next step is to explore the range of available options. In the case of the individual who has been terminated due to poor job

fit, it is particularly important to consider options that differ from the last position. Perhaps a career change is appropriate. Whatever the situation, it is important to look carefully at the requirements of each position to insure that they require the client's strengths and don't include demands for skills that the client lacks.

A major tool for exploring options is the informational interview. This differs from the job interview in that its purpose is not to secure a job but to acquire information. When exploring a position or an industry, the client can use former business contacts to arrange short informational interviews with knowledgeable people. In addition, the amount of time desired and the agenda for the interview should be specified. If the interview results in the determination that the specific occupation or industry would be a good fit, the next step would be targeting an organization with an open position. The person with whom the informational interview was conducted is a good source for referral to other organizations that might have open positions. If the informational interview reveals that the particular position or industry is not a good fit, the person interviewed might be able to make a referral to an area in which there is a better fit. Finally, the exploration of options should also take into consideration the ability of the candidate's family to adjust to a different geographical setting and a different lifestyle. The final choice of an appropriate job objective should include consideration of input from family members.

Developing an objective. Many individuals who have been terminated become immobilized and withdrawn. Others jump immediately into the search for a job--any job. In both cases, what is critically needed is an appropriate and realistic objective. In some cases, the appropriate objective might be in the same job that was held at termination. In other cases, it might mean a slight redirection or even a radical career change. The key to the appropriateness of an objective lies in "match" or "fit." Just because an individual's previous job title was sales manager doesn't necessarily mean that his/her major skills are in the areas of sales and management. As the individual client systematically explores the available options, the outplacement counselor's job is to insure that he or she examines each option in terms of how well it fits his or her individual attributes.

Important questions to consider in this process are as follows: Is the mission of the organization or the ultimate use of its products or services compatible with the client's value system? Is the management style that is required of successful leaders

in the organization the same as or similar to the client's management style? Is the environment or setting where the job is located similar to the setting in which the client is most comfortable? Is the subject matter or content of the job of intrinsic interest to the client? Finally, does the job demand the use of skills that are the same as the client's "motivated skills," i.e., skills that the client is highly proficient at and also enjoys using?

If the answers to these questions are yes, then there is a good match. If the answers are yes, then the objective won't be a job, but a career. But in addition to being a good match, the objective must be realistic. The client, with the help of the outplacement counselor, needs to check out the availability of specific jobs in terms of labor market supply and demand as well as entry prerequisites such as licensing and education. Once the appropriateness and feasibility of the job objective are determined, the next step in the outplacement process is the planning phase.

Developing a career strategy plan. Once the client's strengths are accurately assessed, once the range of job options is fully explored, and once an appropriate and realistic objective has been determined, the client can develop a career strategy plan. It is both simple and hard: simple because the best plans are logical and sequential, hard because the plan's implementation requires tremendous energy and discipline. The simplicity of the career strategy planning process can be conveyed by reducing it to five short words: what, why, how, when and who.

1. By what, we mean that the client needs to be very specific about what is the job objective. For example, getting a job in sales is not specific enough. Getting a job as a sales manager is not enough. The job objective must have clarity and focus. A more specific example would be, "a front-line working sales manager whose major role is to motivate the troops." This part of the planning also requires the targeting of a specific group of organizations; e.g., instead of "in the engineering field," specify "in a start-up, video game consumer product manufacturing firm."

2. By why, we mean, "why is this the most appropriate goal?" At this point, the client should review the steps involved in developing the objective as outlined in the previous section. While this may seem like needless duplication, the process of re-proving or re-justifying the career objective can minimize the chance of ending up with an ill-fitting job.

3. How will the client get from being unemployed to being the incumbent in the desired position? What are the specific steps that the client will need to take to reach the career goal? "I will talk to some of my friends in the industry" is not enough. A more specific example would be, "I will have lunch with John Osborn at Bendix, visit Alice Cummings at her office at Sloane and Associates, and call Frank Reynolds at National Container." The more specific the steps in this process, the easier it becomes and the better the chances for successful implementation.

4. The specification of just when each step will occur is also necessary. For instance, "I will talk with Sally Bates, the personnel manager at Allied, as soon as I get the time" is not time-specific enough. A better statement would be, "I'll phone Sally Bates on Tuesday morning and ask for a personal appointment with her on either Thursday or Friday of next week." Again, the more specific the client can be in writing or outlining the career strategy plan, the easier it is to implement it.

5. Who are the others that might be affected by the plan? If it means a relocation, who are the family members that must be considered and asked for input? Even more important, who are the people that can provide valuable information or make a personal referral to a company decision-maker? It should be clear that the outplacement client cannot implement the career strategy plan in isolation.

In short, the most successful career strategy plans for outplacement clients are those that are developed in sufficient detail, specifying what the goal is, why it is the most appropriate goal, how each stage will occur, when each step will take place, and who the other players in the plan will be.

Developing the resume. Many terminated executives have worked for one organization for all of their professional lives. Being thrust into the job market makes it imperative to develop a resume, and it is the outplacement counselor's job to assist the client in developing an effective one. By effective, we mean that the resume must do its job. It is not the job of the resume to get the client a job. Only a personal interview can land the job. The purpose of the resume is to develop a sufficient amount of interest in the client to secure a personal interview. In addition, the content of the resume can act as a stimulus for discussing strengths and accomplishments during the interview. Since the average client will want to put as many facts as possible into the resume, it is another task of the outplacement counselor to guide the client into limiting the resume to a summary of those facts

that will attract the potential employer's attention. This should leave plenty of content to talk about in the interview. Many counselors recommend a one-page resume, two pages at the most. It should be printed on good quality light-colored paper with sufficient "white space" to keep the content from looking too crowded.

There are three basic types of resumes: chronological, functional and combination. The most popular, and the one preferred by recruiters and interviewers, is the chronological. The chronological resume is the best type when the client's employment history clearly shows a steady progression and where the next logical step, even to the casual reader, is the objective at the top of the resume. While the client should be selective in choosing what information to include in the resume, all the information should be accurate. (See Figure 1.)

The second type of resume is functional in that, instead of a list of job titles in chronological order, it sets out the specific skills that demonstrate the individual's ability to perform the functions of the job objective. (See Figure 2.) Since most people in hiring and screening positions prefer the chronological approach, some caution should be exercised in using the functional resume. For instance, a functional resume might be most appropriate when the desired position requires broad generalist skills in six or seven areas. One reason that personnel managers are suspicious of functional resumes is their popularity with people with large gaps in their employment history, career changers, and people just entering the labor market. To counter that bias and still effectively exhibit a generalist capability, an alternative is the combination resume, which includes aspects of the functional and chronological types. (See Figure 3.)

Many outplacement counselors prefer the tailored letter of inquiry as an alternative to resumes. In this one- or two-page letter, the client clearly sets forth specific experience that directly matches the description of the open position. This is a more personal approach that very quickly and clearly shows a match between the individual and the job. A disadvantage is the great amount of time involved in developing a new letter for each job. (See Figure 4.)

Networking. If the resume is designed to secure an interview, how does the client get the resume to the person who makes the interview choices? Mailing the resume to the personnel department will probably not work. The best way is to have someone else route it to the decision-maker whom he/she knows personally—that

"someone" is a member of the client's network. We all have potential networks made up of former coworkers, acquaintances and, more important, people whom those people know. The network serves as a conduit to the client for information about companies and openings, as well as to potential employers for information about the client's skills and strengths. If a particular member of the network indicates a reluctance to pass along the resume or to make a recommendation, ask for a reference to someone else. A rule of thumb: when you hit a brick wall, ask that person to refer you to two people who can help you. It is surprising how many people are actually willing to help. To keep the network functioning well, keep members posted about progress and status and send thank-you notes or make thank-you phone calls to individuals who have provided referrals. If a position is secured, it is a good idea to send a short note to all members that describes your position and thanks them for their support. Finally, networking is a two-way street: expect to be called on by some of the people who have provided referrals and be ready to reciprocate.

Interviewing. The purpose of the interview from the organization's point of view is three-fold: (1) to screen the various candidates for the basic qualifications for the position; (2) in a more indepth interview, to determine the candidate's strengths and weaknesses and to select those that best fit the requirements for the job; and (3) to convince the preferred candidate to accept the position and to negotiate a favorable salary.

The outplacement counselor's job is to guide the candidate through each of these interviews. The initial step is preparation—the candidate should do as much research as possible about the company and about the interviewer(s). Information about the company can be obtained from the annual report, the business pages of the local newspaper, colleagues who have dealt with the organization, other employees, and even a discussion with the company receptionist. The receptionist can give the candidate some valuable information about the corporate culture; e.g., how people dress, whether there is a hierarchical "caste" system, what the pace of life in the organization is like, and who are the most respected people in the organization.

Information can also be obtained during the interview process. There almost always is a point in the interview when the interviewer asks, "Do you have any questions about the position or the company?" This is an ideal time to accomplish two things: to demonstrate interest by revealing that some research has been done, and to impress the interviewer with the astuteness of the questions. A sample response is, "I know that the company just purchased two small software companies

in Ohio; is that an indication that there will be a shift in new product development away from hardware and more into the software arena?"

While the demonstration of intelligence gives the interviewer an idea of what the candidate might do for the company, it is essential to convince the interviewer of the things he/she will do for the organization. This is done by giving concrete examples of previous job accomplishments and relating them as closely as possible to the prospective job. This question-and-answer process should be rehearsed with the outplacement counselor--the best place to fumble the ball and make mistakes is in the counselor's office, not in the actual interview. The following are some typical questions and guidelines for responding.

Interviewers frequently start with the invitation, "Tell me about yourself." This is an open-ended, unstructured question that has proven disastrous to job-seekers prepared only for structured questions. The job-seeker who is "in control of the interview" will see this as an opportunity to describe some strengths and past achievements and clearly relate them to the position being considered. A good response is, "I have spent the past seven years in credit and collection positions with two medium-sized firms, where I was able to reduce their accounts receivable time lag from over 120 days to 29 days in one organization and 33 days in another. I am now looking forward to the opportunity of the challenge of developing a similar process for your organization."

Another typical question is, "Why are you applying for this job within this organization?" A response that indicates thorough work may be, "Well, I have read about your president's plans for expanding your new product line to department stores throughout the southern United States, and I would like the challenge of developing a marketing plan and training a marketing team in that area." When asked, "What is your management style?" the best answer is an honest one with an example of the successful use of that style; e.g., "I am really a shirtsleeves manager. While I can delegate OK, what I really like to do is work shoulder to shoulder with the troops on projects. I have found that this is not only good for the morale of my team, but they seem to turn to me more quickly with problems so that we can solve them together and get on with the project."

"What are your strengths and weaknesses?" is a question that can be tough to handle. The best answer is one that shows why the candidate has a ready answer,

focuses on strengths, and deals with weaknesses positively. A sample response: "Well, since I am in the process of considering a job change, I have spent a good deal of time analyzing just that. I have looked back over the last six or seven years and it is clear to me that one of my major strengths is taking an idea or assignment and 'shepherding' it all the way through to completion, making sure all the resources and people are in place at the proper time (and are coming in ahead of schedule). I did this in the computer training manual that my group developed at Johnson Systems, and the same principles were involved in the new testing facility that I was responsible for opening when I was with Consolidated. And I also opened that facility ahead of schedule. Another major strength, one that really contributes to the productivity of my team, is the ability to see right to the heart of a problem, to zero right in on the problem area. My staff really likes to come to me with problems they've been struggling with and I am usually able to spot the key to a solution very quickly. Maybe it's just that two heads are better than one, but it really works. Your question about my weaknesses is particularly timely, because there has been an area I've been working on. As I mentioned earlier, I am essentially a shirtsleeves manager, and delegating tasks to subordinates does not come naturally. Consequently, as I have progressed upward in the business world, it has become clear to me that I need to push myself to delegate more. And I have started to do just that. Three months ago I attended a two-day AMA workshop on 'The Art of Delegation' and I am now reading a book called Delegation: A Management Imperative, which has some excellent techniques to make delegation easier for managers like me."

Another difficult question, "What would be the first thing you would do if you were hired for this position?" requires a relatively safe and conservative answer. If the interview is with the individual who would be the immediate supervisor, a good, safe response would be, "The first thing that I would do would be to sit down with you and pick your brain about the organization, the kinds of projects and problems that you currently have, your perceptions of the staff and your ideas on where the department [division or company] is going. Then I would move out into the department and get to know the troops and their problems. But, until I got absolute clarity on your goals and the organization's problems, these would be my areas of primary focus."

"Why did you leave your last job?" can also be a sensitive question. A layoff because of a staff reduction should be honestly acknowledged, but to counter the interviewer's concern about a possible recall, the candidate can volunteer, "It's probably just because the job had not changed or grown much in the past five years, and I really am ready for a new challenge." For the candidate who was terminated, the answer depends on the reference statement negotiated upon termination. Ideally, the reference statement should focus exclusively on the individual's strengths; e.g., if the termination was due to ignoring the maintenance and monitoring of established programs in favor of generating new ideas and starting new programs, the reference statement should stress idea generation, program development, and implementation skills. The question could thus be answered with, "My job was involving less and less new product development and programs, which I am quite good at, and more and more maintenance of the programs that were already established—a task that I find repetitive and boring. Consequently, I [or we] felt that I should move on to a job where I could generate new projects."

Probably one of the most sensitive areas of the job interview deals with salary. If the salary question comes early in the interview, it is used mainly to exclude the candidate from consideration, so it should be held off as long as possible (and never included in the resume or letter of inquiry). Typical questions are, "What was your salary at your last position?" or "What are your salary requirements?" A good response in the early interview is to state, "I think a salary discussion is premature. I am really more interested in finding out more about the position and the company as well as telling you more about me. While salary may be important, it is definitely not my number one concern." If a candidate is pressed about salary, a response might be, "It sounds like you want to offer me the job. Is this the case?" If the response is that they are not yet to that point, the candidate's response might be, "Let's see if we can determine a good fit between my skills and the requirements of the job. If we do, then we can talk about salary."

Another tactic when asked for salary requirements is to turn the tables and respond with, "What is the salary range for this position?" This avoids the mistake of stating a salary too low on the range, or even below the range, which would almost always result in exclusion from consideration for the job. If the range is below the minimum, but the job looks like a good fit, the candidate can say, "While the salary

range is below what I would normally make, salary is not my main consideration, and I certainly wouldn't want to dismiss the job because of that. Let's talk more about the job." If an interviewer is really impressed with the fit between a candidate and the job, it is not uncommon for him or her to go back to the compensation manager and ask to have the hiring range increased.

Dealing with job offers. Once the job offer is in hand, the client needs to clarify the offer. This may be accomplished by directly asking, "Am I being offered this job?" and then requesting that a written offer be made. Many outplacement counselors suggest that a job offer never be accepted or rejected on the spot so that the client has the opportunity to weigh it with other offers and to think about compensation and benefits. One of the best ways to avoid a definite yes or no is to take the offensive and say, "This is a very tempting offer. I am really attracted to the job and the organization because... [follow with specific and accurate reasons why the candidate would want to accept]. But this is a major career decision for me (and my family). I would like some time to weigh this decision. Can I have four weeks? How about until...?" If the organization really wants the candidate, it can wait.

During the agreed-upon time, the candidate can attempt to attract other job offers. The more offers in hand, the better the chance to compare working conditions, salary, and benefits. If the job with the best working conditions and most challenging projects has a salary schedule that is lower than the other options, or its benefits are not as good, the result is negotiating leverage for the candidate. For instance, a candidate can go back to the interviewer and say, "I am really drawn to your firm. I know I can do an excellent job on your Atlas project and would get a great deal of job satisfaction from it. But I have some other offers, two of which involve salaries at $3000 a year more than your position. While the work in those two is not quite as challenging as in your position, the higher salary could give my family more security. It is really a hard decision for me to make. Is there any possibility that you can increase the salary that you offered? If not now, can you guarantee a 15% raise in six months if I meet the requirements? Or, can you provide a company car or additional stock?" Whatever the final negotiated package encompasses, it should be in writing. If the candidate doesn't get an amended offer from the organization, he or she should send an acceptance letter, outlining all of the pertinent benefits. If nothing to the contrary is sent by the company, a contract has been struck.

The group outplacement process. When an organization finds it necessary to terminate large groups of employees, or employees at relatively low-level positions, the most appropriate and economic vehicle for outplacement is the group outplacement process. The reasons for the group outplacement effort are the same as for executives—to minimize the disruption of morale, avoid lawsuits, protect the company reputation, and accelerate a rapid return of workers to gainful employment. The agenda is also similar—ventilation of anger, assessment of strengths, examination of options, development of a goal and strategy plan, and the learning of up-to-date job search skills.

The process of group outplacement differs, however. It offers the advantage of sharing ideas and techniques from many sources, not just the counselor. In addition, the group involvement in assessment and role-playing tends to increase the energy level and stimulate the group. Finally, the group provides ongoing support and encouragement for each other. Disadvantages of the group process include the lack of indepth one-to-one coaching and guidance, as well as an absence of feedback on how well the candidate is doing in the job search.



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GEORGE DONALDSON
1113 Sunset Court
Weston, Ohio 62300
(903) 555-1212

OBJECTIVE — Senior Financial Manager for medium or large electronics manufacturing organization.

EXPERIENCE

1979-1983 Vice-President, Finance
Johnson and Burrows Electronics, Columbus, OH

Responsible for all corporate financial operations, including some profit-sharing, accounting, reporting, taxes, and investor relations. Supervised transition from manual to 100% automated accounting; discovered disqualifying disposition for orphan stock resulting in $150,000 savings in taxes.

1974-1979 Controller
Wilson Semiconductor Corporation, Irvine, CA

Responsible for monitoring a $100 million budget
Reduced workload time for payroll details by 50%.

1969-1974 Treasurer
Wilson Semiconductor Corporation, Irvine, CA

Responsible for cash flow management and credit operations.

1960-1969 Manager, Audit Department
A and J Electronics Company, Boston, MA

Managed internal and field audit staff and prepared reports for senior management.

1955-1960 Staff Accountant
Price-Waterhouse, Los Angeles, CA

Wide range of assignments in all accounting functions for a broad sample of client firms.

EDUCATION

M.B.A., Accounting/Finance, Harvard University, 1955
B.A., Accounting, Stanford University, 1953

PROFESSIONAL AFFILIATIONS

National Association of Accountants, Member
Ohio Accounting Association, President-Elect

Figure 1. Chronological Resume.

GEORGE DONALDSON
1113 Sunset Court
Weston, Ohio 62300
(903) 555-1212

OBJECTIVE

Senior Financial Manger for a medium or large electronics manufacturing organization.

QUALIFICATIONS

Auditing Experience

Seven years as field auditor for a major CPA firm, handling all auditing tasks.

Controller Experience

Six years as controller for two different electronics manufacturing firms, with responsibility for the control of $75 and $100 million budgets.

Accounting Experience

Five years at leading accounting firm with assignments in all accounting areas: experience in cost, tax, benefits, auditing, payroll, payables, and receivables accounting functions of two electronics firms.

Investor Relations Experience

As chief financial officer for medium-sized electronics firm for four years, responsible for shareholder relations and annual and quarterly reports, including relations surrounding merger.

Management Experience

Twenty years of progressively responsible management assignments, starting with first-line supervisory tasks and culminating in top-level policy implementation.

EDUCATION

M.B.A., Accounting/Finance, Harvard University, 1955
B.A., Accounting, Stanford University, 1953

PROFESSIONAL AFFILIATIONS

National Association of Accountants, Member
Ohio Accounting Association, President-Elect

Figure 2. Functional Resume.

GEORGE DONALDSON
1113 Sunset Court
Weston, Ohio 62300
(903) 555-1212

OBJECTIVE — Senior Financial Manager for medium or large electronics manufacturing organization.

QUALIFICATIONS — Auditing Experience--Seven years as field auditor for a major CPA firm.

Controller Experience--Six years as controller for two different electronics manufacturing firms.

Accounting Experience--Five years as accountant at nation's leading accounting firm.

Investor Relations Experience--Four years as director of all investor relations for major electronics firm.

Management Experience--Twenty years of progressively responsible management assignments, starting with first-line supervisory tasks and culminating in top-level policy implementation.

EXPERIENCE

1979-1983 Vice-President, Finance
Johnson and Burrows Electronics, Columbus, OH

1974-1979 Controller
Wilson Semiconductor Corporation, Irvine, CA

1969-1974 Treasurer
Wilson Semiconductor Corporation, Irvine, CA

1960-1969 Audit Department Manager
A and J Electronics Company, Boston, MA

1955-1960 Staff Accountant
Price Waterhouse, Los Angeles, CA

EDUCATION

M.B.A., Accounting/Finance, Harvard University, 1955
B.A., Accounting, Stanford University, 1953

PROFESSIONAL AFFILIATIONS

National Association of Accountants, Member
Ohio Accounting Association, President-Elect

Figure 3. Combination Resume.

1113 Sunset Court
Weston, OH 62300
(903) 555-1212

September 31, 1982

Robert McGee, President
Teletec Electronics Corporation
17 Options Drive
St. Louis, MO 54321

Dear Mr. McGee,

John Reynolds of Conklin Corporation informed me of your search for a chief financial officer for your organization and suggested that my background and skills might be a good match for your requirements. I am currently the chief financial officer for a medium-sized electronics firm and am seeking an opportunity to expand the impact of my leadership by moving to a larger organization. I have 27 solid years of experience in finance, the last 20 in the electronics industry. I have served in increasingly responsible positions from Accountant, Audit Manager, Treasurer, Controller, to my current position as Vice-President, Finance. My broad range of practical experience in financial management, my knowledge of the electronics industry, and my solid academic preparation at Stanford and Harvard make me a suitable candidate for the position of Chief Financial Officer at your organization. I would enjoy meeting with you to explore the possibility of working together. I will call you next week to set up an appointment.

Sincerely,

George Donaldson

Figure 4. Tailored Letter.



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## THREE-DAY OUTPLACEMENT WORKSHOP

### DAY ONE

Dealing with anger and frustration. The feelings of anger and frustration associated with job termination are ventilated in a supportive group environment. Elements such as blame, guilt, hopelessness, and impotence are discussed and a checklist of what to do and what not to do is developed. What to do: accept your feelings as normal; write them down in a journal; vent your feelings with a "safe" person such as a counselor or spouse; join a support group (e.g., 40-Plus, Job Club). What not to do: complain to former coworkers; gripe to neighbors or friends; put down your former employer to the customers.

Introduction. Participants are given an introduction to the outplacement process and the objectives of each step are specified. The benefits of the systematic process are emphasized.

Assessment. Instruments to assess occupational interest and career values are administered and the results are discussed in small groups.

Accomplishments. Participants are given the homework assignment of developing and quantifying a long list of job accomplishments. These accomplishments are specific things that the participants enjoyed doing, did well, and were proud of doing.

### DAY TWO

Skill identification. Using the action verbs from the accomplishment statements developed in the homework assignment, participants work in small groups to identify transferable skills.

Communication style. Participants complete a communication/management style inventory and discuss the results in small groups.

Introduction to resumes. Various types of resumes are illustrated and the pros and cons of each are discussed. Participants are given a homework assignment of assembling information for the resume and/or job application form.

Introduction to networking. The concept of a network of personal contacts and its importance in the successful job search is introduced and discussed in small groups.

DAY THREE

Finalizing the resume. Resumes are reviewed in small groups and final modifications made.

Introduction to interviewing. Various job interviewing techniques are outlined and demonstrated.

Interview practice. Participants work in small groups and practice job interviews.

Send off. Community resources (state employment services, support groups, etc.) are outlined and participants are given additional materials and job search techniques. Included in these materials is The Job Search Manual™ (available from Career Research and Testing, 1190 South Bascom Avenue, San Jose, CA 95128), with chapters on the following topics:

Defining Career Objectives
Writing a Resume
Writing Letters of Inquiry
Using the Telephone
Source of Job Information
Using Employment Agencies
The Hidden Job Market
Identifying and Developing Contacts
Exploratory Interviews
Job Interviews
Negotiating Salary

WORKSHOP ASSESSMENT INSTRUMENTS

Behavior/Management Style

Best Behavior Profile (By J. H. Brewer, from Career Research and Testing, 1190 South Bascom Avenue, San Jose, CA 95128)

Life Orientations (LIFO) (By S. Atkins, from Stuart Atkins Consulting, Wilshire Boulevard, Beverly Hills, CA 90210)

Myers-Briggs Type Indicator (Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306)

Career Interests

Occupational Interest Card Sort (Career Research and Testing, 1190 South Bascom Avenue, San Jose, CA 95128)

Strong-Campbell Interest Inventory (NCS/Interpretive Scoring Systems, P.O. Box 1416, Minneapolis, MN 55440)

## Career Values

Career Values Card Sort (Career Research and Testing, 1190 South Bascom Avenue, San Jose, CA 95128)

Work Values Inventory (Houghton-Mifflin Company, 1 Beacon Street, Boston, MA 02107)

## Communication

Communication Style (By J. H. Brewer, from Career Research and Testing, 1190 South Bascom Avenue, San Jose, CA 95128)

I Speak Your Language (Drake-Beam-Morin, Inc., 277 Park Avenue, New York, NY 10172)

## Motivated Skills

Motivated Skills Card Sort (Career Research and Testing, 1190 South Bascom Avenue, San Jose, CA 95128)

System to Identify Motivated Skills (SIMS) (In B. Haldane, Career satisfaction and success. New York: AMACOM, 1972.)

## FINAL CONSIDERATIONS

Alternatives to termination. A range of alternatives is available to managers, most of whom find terminating employees extremely distasteful. Early retirement is one way to deal with a long-time employee who is no longer productive. Often the company can subsidize the lowered retirement income from the money it would pay an outplacement firm if the employee were terminated. The employee also benefits by being seen as leaving voluntarily rather than having been fired.

Another alternative is a limited consulting role in the organization. This is particularly efficient for individuals who are highly proficient and effective in one role or task and unsatisfactory in others. An example is the personnel manager who is great at union negotiations, but lets the daily flow of paperwork break down and allows routine personnel actions to fall between the cracks. A transition from employee to consultant status allows the company to hire a good detail person for personnel manager and to retain the "new" consultant for working on labor negotiations when needed. Again, this allows the employee to save face and the company to benefit.

The lateral transfer could be another solution. During the late 1970's, a federal agency discovered it had stopped growing. Both the top and the middle managers were relatively young, and there was little likelihood that the top ones would move on to make room for the middle group, who were stagnating as a result. The agency experimented by offering them lateral transfers to completely different areas with many new tasks to learn, and the move turned out to be successful in revitalizing a large number of this middle group.

A fourth alternative to termination is demotion. This, of course, is not psychologically practical in some organizations or occupations. For example, most people in traditional sales management careers usually move "up or out," and moving down would be worse than being fired. In universities and schools, on the other hand, it is not uncommon for an administrator to take a substantial pay cut to "return to teaching."

Finally, the organization can provide the employee with "corrective counseling" in the hope of turning an unsatisfactory employee into a satisfactory one. This procedure requires that the manager specify the particular performance to be

changed, clarify what constitutes a satisfactory performance, and give the employee a reasonable amount of time and resources to improve. Unfortunately, most managers wait until too late before deciding to act, and the performance has deteriorated too far for recovery to occur.

Outplacement consultant or in-house program. Even relatively small-sized companies have personnel department employees with skills similar to those of the outplacement counselor, but there are good reasons to look outside the organization for outplacement services. It is necessary to establish trust and rapport with the client in order to deal effectively with his/her anger and frustration, and the personnel person is seen as a representative of the company rather than as an unbiased and objective helper. In addition, most personnel people are generalists, while the outplacement consultant is a specialist in working with people who have been fired and is ready and able to deal with almost anything that arises. Finally, the outplacement process can be quite time-consuming, and the company personnel people have their own jobs to do. Handling an outplacement situation would be viewed as an added or extra duty. The outplacement consultant's only duty is to assist the terminated employee, while the company personnel generalist has to focus on company business.

On the other hand, outplacement consultants can be expensive, and the personnel department may have the time and staff to devote to assisting terminated employees. In addition, the company personnel generalist may have considerable information about the local job market, as well as highly placed contacts in local companies. If the company plans to utilize outplacement on a regular basis, it might be most effective to train a personnel generalist to conduct some outplacement counseling in-house and, when appropriate, to refer particularly difficult and/or sensitive cases to the outside consultant.

Outplacement counseling in perspective. Outplacement as a term and a concept was relatively unknown ten years ago; usually in fact, it was a euphemism for the emotionally loaded and guilt-ridden process of axing an executive and patching his wounds. It is no longer the preserve of elite but unlucky male executives, and its use has spread to non-management professionals and to hourly employees. As more companies are instituting human resource planning systems, the concept of outplacement is being included as another planning technique alongside targeted recruiting or advertising, to contribute to the optimal staffing of the organization. Outplacement is also taking its place next to Management by Objectives

and performance appraisal as a tool for managers to use on the job. Employee development programs that limited their parameters during the 1970's to career paths within the organization are now starting to recognize "voluntary outplacement" as an appropriate and viable extension of employees' career paths to new areas outside the company. In 1981 the American Management Association added "How to Conduct Outplacement Counseling" to the skill-building seminars offered each year to thousands of managers across North America. Finally, the topic of outplacement is starting to appear in the curriculum of many M.B.A. and counseling education programs.

The future of outplacement counseling. Since Gallagher's (1979) estimate of 15,000 annual terminations, there has been a marked increase in terminations of executives and other workers from the nation's Fortune 500 companies. While there is little doubt about the need for outplacement services, the key question is whether the business and government sectors are using the sort of outplacement counseling that has been described in these pages. Fortunately, outplacement is coming to be viewed as a critical human resource development tool, and the American Management Association's seminar on developing in-house outplacement programs is being well-received. Government agencies are also beginning to turn to outplacement techniques and outplacement counselors as solutions to the trauma of terminating employees. Probably the most concrete evidence is the emergence of numerous small outplacement counseling firms across the country during the last five years. Kennedy and Kennedy's Directory of Outplacement Firms, when first published in 1980, listed 43 firms that provided outplacement services; the 1982 edition lists 82. There are also 28 firms that provide both corporate-sponsored outplacement and "retail" career counseling directly to the general public.

With increasing publicity in the popular and professional press, outplacement counseling is drawing considerable attention. Consulting firms, for example, report a growing number of inquiries from the educational sector. As the "technology" of outplacement gains more exposure, it may well form the curriculum of "Train the Trainer" workshops catering to human resource development professionals (personnel and training staff people) from business, industry, and government settings. The bulk of large scale layoffs and terminations will probably be handled by in-house HRD staff, with the outplacement consulting firms working with senior executives and special cases such as older or handicapped workers.

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Defines outplacement as a forced change in a career path and identifies it as one of the critical career management functions that is practiced by successful organizations.

(Courtesy of Carole A. Miller.)

# Outplacement: An Occasion For Faculty Career Development

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# OUTPLACEMENT:
# AN OCCASION FOR FACULTY CAREER DEVELOPMENT

Outplacement counseling in higher education is discussed as a service for faculty members who experience job loss for a variety of reasons, such as reduction in force, mid-life career change, tenure denial, lack of tracks opportunity, dismissal, or retirement. Specifically, this service is seen as capitalizing on the potential to turn the event of job loss into a career growth situation. The first section presents definitions of critical terms and a discussion of salient career development concepts. The second section focuses on faculty career development and a comprehensive education-based career development program for both academic and non-academic staff, i.e., the Virginia Tech model and the employee experience with the program. A summary and list of trends for the future are also provided, along with an extensive bibliography.

## INTRODUCTION AND DEFINITION OF TERMS

Job loss is typically experienced as a stressful event. Many individuals, including faculty members, plod through this life change without learning valuable information about themselves or developing essential skills as life managers and career planners. A basic premise of this paper is that adjustment to job loss and its many ramifications can be an opportunity for individual growth.

In this section, job loss will be discussed in relation to the academic setting. The outplacement function will be presented as a service for faculty members who are in the throes of job loss for a variety of reasons, such as reduction in force (RIF), mid-life career change, tenure denial, lack of tracks opportunity, dismissal, or retirement. More specifically, outplacement will be examined for its potential to convert faculty job loss into a career growth situation.

The major objectives of this section include the following: (1) to put the outplacement service as an occasion for faculty career development into clearer perspective; (2) to provide specific counseling concepts and procedures for professional counselors and human resource development specialists to use with faculty in the outplacement process; and (3) to present a global career development model,

featuring an outplacement component, which can be incorporated by colleges and universities in order to meet faculty re-employment needs.

To achieve these objectives, definitions of essential terms will first be provided. Relevant aspects of career development theory will then be addressed, to be followed by a discussion of the state-of-the-art in faculty career development. Lastly, a comprehensive, university-based career development model will be described which includes faculty outplacement assistance as one of its features.

It is important to note that our concept of outplacement deviates from traditional viewpoints, which usually present the concept in conjunction with the termination of an employee-employer relationship. Buchanan (1980) presents outplacement as a function involving personnel termination and re-employment counseling services. Walker (1980) cites outplacement as a company-sponsored, career management service which is designed to assist terminated employees to find new jobs. Parenthetically, this service is explicitly described as being rendered by a specialized professional consulting firm. A report of the Work in America Institute (1980) recognizes that the service can be provided by either in-house staff or external consultants (but most frequently the latter).

In this monograph, outplacement will be presented in association with job termination, but without implying an automatic break in the individual's affiliation with the organization where the job loss is occurring. To assume otherwise, in such situations as faculty mid-life career change or tenure denial, restricts career choice latitude and flexibility. It is important to preserve the individual's option at least to consider pursuing continued, alternate employment opportunities within the same organization.

This position is consistent with Leibowitz and Schlossberg (1982), who include employee job-loss services as one aspect of an in-house, career service program. In their discussion, "job loss" includes "being fired, being forced to move into a new position because of reassignment or reorganization, being transferred downward, and retirement" (p. 13). As such, outplacement could apply to employees at various stages of the employment cycle, and it could be linked with re-employment either within or outside the organization of employment.

Additional comments about the term "outplacement" warrant mentioning before going on to definitions. It is the authors' shared opinion that "outplacement" is a misnomer because of its literal meaning as "placement outside the organization." We have already mentioned the issue of external versus internal placement.

Of equal importance is the fact that if the placement function is examined within the organizational setting, it can usually be seen to operate in association with the selection process. Moreover, the placement function suggests an authority to put a person into a work position. On this basis, "outplacement" literally applied should involve some power to place the individual back within the organization of the current employer.

Use of the term thus becomes questionable when an assistance-providing sponsor has little or no control over hiring or actually placing the worker-in-transition. This is illustrated by the example of the worker who is terminated and is then helped by the terminating organization to become re-employed elsewhere. In this example, the power to place is virtually non-existent, and it would seem that the use of other terms, e.g., "outmigration" (Patton, 1979) or "career continuation" (Buchanan, 1980) would be more suitable.

Given these discrepancies, in this paper outplacement will be defined as the professionally assisted transition process through which a faculty member terminates a specific teaching position, engages in a career planning effort, and moves toward employment in an academic or non-academic position, either within or external to the organization with which s/he is currently affiliated. Other definitions basic to this discussion include the following:

1. Faculty--a professional educator employed by a college or university as an assistant, associate, or full professor, for whom loss of professional position is imminent.

2. Career development--the life-long process through which the individual forms interests, skills and values in relation to the life roles of student, worker, family member, citizen and leisurite (Hesser & McDaniels, 1982).

3. Career planning--the process wherein the individual assesses his/her career development vis-a-vis the world of work, establishes career goals, makes a career decision designed to attain the goals established, implements that career decision in the form of a rational action plan, and evaluates the effectiveness of the implemented choice.

Several observations should be made about these definitions: (1) three of them involve processes that are dynamic in nature; (2) the career development process as presented implies an interaction between and among multiple life roles; (3) the career planning process involves information gathering and decision making; and (4) career planning and outplacement are overlapping concepts.

## CAREER DEVELOPMENT CONCEPTS

Key aspects of various career development theories are relevant to faculty outplacement services. Other germane concepts, derived from selected literature, possess supplementary utility value. In the ensuing discussion, the concepts from the most salient areas will be presented.

### CAREER DEVELOPMENT: A SEQUENTIAL PROCESS

Developmental career theorists such as Super (1953) and Ginzberg (1972) present career growth as a gradual, predictable process which is characterized by a series of discrete, identifiable stages. According to Super (1953), the sequence consists of vocational stages occurring across the life span. These stages, along with associated chronological ages and major characteristics, are summarized in Figure 1.

Some of the five stages have explicit relevance for faculty job loss, but others may not. To illustrate, faculty job termination due to retirement is clearly acknowledged in the transition from the Maintenance to the Decline Stage. Mid-life career change, however, is only tangentially addressed in the Establishment Stage where trials result in vocational shifting. More recently, in his Life-Span, Life-Space model, Super (1980) provides an excellent basis for a clearer conceptualization of mid-life career changes from a broad perspective.

### CAREER DEVELOPMENT: INFLUENCE OF INSTITUTIONAL FORCES

With some modification, another career theory, non-developmental in nature, possesses structural features with the potential to account for involuntary job loss resulting from organizational discretion. The theory being alluded to is the Sociological Theory of Occupational Choice proposed by Blau, Gustad, Jessor, Parnes, and Wilcox (1956). This theory features the interaction of three factors—the individual, the geophysical environment, and sociocultural conditions. It proposes that the interaction between the first two factors is mediated by the third. As a result, two processes evolve, one leading to personal occupational choice and the other to organization selection (and placement). These processes, both influenced by sociocultural forces (e.g., economics and politics), theoretically converge at the point of occupational entry.

| Stage | Related Age | Major Characteristics |
|---|---|---|
| Growth | Birth to 14 | Self-concept development via identification with key figures. Needs and interests dominate early in this stage. Later, competency becomes increasingly important. |
| Exploration | 15-24 | Self-examination. Role try-out. Occupational exploration. School, leisure and work activities. |
| Establishment | 24-44 | Appropriate occupation is found. Effort is made to develop a permanent place in a field. Sometimes early trials result in vocational shifting. Establishment in the professions may start without trial. |
| Maintenance | 45-64 | A niche is established in world of work. Position is solidified. Vocational involvement continues along established lines. |
| Decline | 65 onward | Decline in physical and mental powers occurs. Diminution in work activities to the point of cessation takes place. New age-related roles must be developed. |

Figure 1. Stages of Vocational Development. (Adapted from Super, 1953.)

The salient feature of this model is its clear emphasis upon the critical, reciprocal role which organization selection plays vis-a-vis occupational choice. Extrapolating this notion from job entry to job maintenance, a basis is established for viewing individual career development or its interruption/discontinuation as being susceptible to and profoundly influenced by organizational constraints, such as institutional needs or functional requirements. Consequently, involuntary termination of faculty members can be viewed from the perspective of a legitimate career theory, with the impact upon the individual by organizational decisions to terminate employment (for whatever reasons) being given justifiable theoretical consideration.

## CAREER DECISION MAKING: A SEQUENTIAL PROCESS

Some professionals, unfamiliar with career theory, view the career decision-making process as coming to an end with the making of a career choice. The theoretical contribution of Tiedeman and O'Hara (1963) provides an expanded understanding of this process. In their comprehensive model, career decision making is presented in a sequential manner. Figure 2 offers a brief summary of the major phases (and subphases) in the order of their occurrence.

The Tiedeman and O'Hara model presents career decision making as a two-fold process. The first one, the Anticipation Phase, involves activities leading up to and including career choice. The second one, the Implementation Phase, entails occupational adjustment after the career choice has been translated into action.

Before relating this two-phased model to the discussion, it is important to acknowledge that in order for a person to implement a career decision to become a faculty member, s/he must have first successfully completed a lengthy, advanced educational experience. Once an occupational choice has been implemented and a faculty position has been secured, subsequent job loss may be appropriately perceived as the interruption of a career decision in progress in one of the subphases of the Implementation Phase.

It is assumed that involuntary job loss when experienced at any substage is traumatic. Although varying in intensity and duration from person to person, an examination of the content of the substages may provide some insight into the type of occupational adjustment the faculty member is engaged in prior to termination. This, in turn, may provide further insight into the nature of the loss which the person must confront.

| PHASE | MAJOR CHARACTERISTICS |
|---|---|
| **1. Anticipation** | |
| a. Exploration | a. Various career alternatives are considered. |
| b. Crystallization | b. Preparation is made to move in a specified direction. |
| c. Choice | c. A statement of career goal is articulated. |
| d. Clarification | d. Choice receives additional consideration. |
| **2. Implementation** | |
| a. Induction | a. The individual strives to affiliate self with organization to gain approval and recognition. |
| b. Reformation | b. After acceptance is attained, great assertiveness becomes manifest. |
| c. Integration | c. A dynamic balance is struck between organizational demands and personal needs. |

Figure 2. The Career Decision Making Paradigm. (Adapted from Tiedeman & O'Hara, 1963.)

To clarify by example, faculty members moving into retirement from the Integration Subphase have to contend with losing an occupational position which symbolizes their life's achievement. They are constrained to come to grips with giving up an ideal type of work-life arrangement, where personal and organizational needs theoretically interact within a state of dynamic equilibrium. Type of loss at this point of the process typically involves moving out of middle age and is associated with loss of one's prime of life. Such loss differs from that experienced in earlier subphases.

An example of job loss in the Reformation Subphase would be the tenured professor who loses a position due to lowered enrollment and budgetary cutbacks. In this instance, the professional would experience loss of position and security from an organization which has recognized his/her competency and in which the faculty member has taken and is taking appropriate actions to promote professional success. Denial of tenure can be associated with the Induction Subphase. For the faculty member who experiences job termination due to tenure denial, the career decision-making process is preempted at a time when the person is striving to gain the approval and acceptance of his/her professional peers. Adjusting to job loss under this type of circumstance would logically involve coping with feelings of rejection.

## CAREER DEVELOPMENT: IMPLEMENTATION OF SELF-CONCEPT

The importance of self-concept in the career development process has been emphasized by Super, Starishevsky, Matlin, and Jordaan (1963). In brief, vocational choice is presented as a process wherein the person implements self-concept into a career choice. Crites (1976) in his discussion of client-centered career counseling indicates that from the non-directive perspective, a person who is in the throes of making a vocational decision should ideally be in a state of relatively high personal congruence.

Common sense would suggest that the average faculty member who is being terminated due to a reduction in force or tenure denial would not initially be in a state of high congruence. Professional post-secondary faculty members fall into a category which Sarason (1977) describes as "a one life-one career" profession. Interpreting this phrase, Furniss (1981) states that "persons entering the academic profession--like those going into law, medicine or the clergy--have been conditioned to

spend their lives in the pursuit of that profession and are to be considered in some sense failures if they leave it" (pp. 1-2).

In view of this, it may be assumed that the self-concept of the faculty member in the midst of such a job transition has been traumatized. Under this assumption, the professionals involved in providing outplacement services would be well-advised to help these individuals take actions designed to bolster self-esteem. Ideally and logically, such action would precede the investigation of work options and decision making. In practice, programs can be established to address self-concept enhancement and career planning concurrently. Morever, the prudent use of individual and group-based career guidance/counseling exercises can serve to complement one another and, in so doing, help the outplaced faculty member develop a positive self-orientation while preparing to make career changes.

## CAREER DEVELOPMENT: A CYCLIC PROCESS

Initially, major developmental career theorists, e.g., Super (1953) and Ginzberg (1952), presented career development as a one-directional process. This means that the person who experiences the Awareness and Exploration Stages and then becomes established in a given occupation will typically stay within that occupation until entering into the Decline Stage. Ginzberg (1972) later modified his position by asserting that the career choice process co-exists with the person's work life and can re-emerge at any time. In other words, vocational choice is depicted as a lifelong, open-ended issue associated with job/leisure/career satisfaction.

Hershenson (1968) devised a vocational development system which also stresses career development as a continuous process influenced most heavily by work satisfaction. In this system, a series of career-related life questions are interfaced with Super's vocational stages (see Figure 1). In the stages associated with middle age (the Establishment and Maintenance Stages), the same question is asked, "What meaning does what I do have for me?" If the person responds "None," s/he is likely to make a career change. If a change action is taken, the person then returns necessarily to questions and tasks addressed previously in the Growth and Exploration Stages. The specific recurring questions are: "Who am I?" "What can I do?" and "What will I do?"

Hershenson's system has explicit relevance for the faculty member undergoing a voluntary mid-life career change provoked by job dissatisfaction or dislocation. In

addition, it seems to be applicable to the faculty member who is experiencing involuntary job loss. In either case, the individual involved in such change would necessarily cycle back into the process and become concerned again with self-definition.

| Stage | Age | Critical Life Question |
|---|---|---|
| Growth | 0-14 | Am I?<br>Who am I? |
| Exploratory | 15-24 | Who am I?<br>What can I do?<br>What will I do? |
| Establishment | 25-44 | What meaning does what I do have for me? |
| Maintenance | 45-64 | What meaning does what I do have for me? |
| Decline | 65 on | What meaning does what I do have for me? |

Figure 3. Critical Life Questions Associated with Vocational Development Stages. (Adapted from Hershenson, 1968.)

The concept of self-redefinition is an important one. Erickson (1963) suggests that the key developmental task of the adolescent is to answer the question, "Who am I?" The struggle with this question establishes the foundation for adult identity. Hershenson's position indicates that adults who are involved in career change must readdress this fundamental question. In this view, faculty members adjusting to job loss, in spite of holding adult status in society, may be thrust back into the confusion and uncertainty characteristic of the adolescent period. In short, job loss may precipitate a normative identity crisis. Professionals engaged in providing outplacement services should at the very least be cognizant of this possibility when working with and supporting terminated faculty.

## CAREER DEVELOPMENT: INTERACTION OF LIFE ROLES

The definition of career development stated in the introduction referred to the multiple life roles of student, worker, family member, citizen, and leisurite. When changes occur in a person's vocational status, they have a rippling impact upon other life roles. This is especially true in the relationship between work and family (social) life roles.

The disruption of a faculty member's professional status, therefore, is likely to lead to change and problems in other roles. Consider this scenario: an assistant professor, who is married to a professional insurance agent, is denied tenure; they have two adolescent children and reside in their own home, for which they are obligated to pay a reasonably high monthly mortgage payment. Not only may job loss in this instance serve as a blow to the faculty member's prestige, but adjusting to the change may generate interpersonal tension between wife and husband, trigger a dual career conflict between the spouses, and provoke financial stress associated with meeting home maintenance demands and financing educational opportunities for the children. Moreover, because of the financial stress, involvement in leisure activities may be reduced or eliminated. Additionally, preoccupation with a job search (and, if successful, adjusting to a new job) may serve to alter the roles which both spouses play as citizens of the community.

The point to be made by this extended illustration is that the professional counselor or personnel worker who is assisting the terminated faculty member through the outplacement process must be sensitive to the global impact which loss-of-job can have upon the person. This realization has implications for specific adjustment strategies which might be incorporated. For example, an inventory of personal needs (prior to and after notice of termination) could serve to determine personal needs presently being met, personal needs being frustrated, and life roles with the potential to meet the unsatisfied needs. Furthermore, the fact that other family members might be adversely affected by the job loss opens up possibilities for different counseling arrangements; e.g., working with the outplaced faculty member only; directly involving other family members, such as the spouse in an instance of dual career conflict; and including all family members in community referrals when overall dysfunction has been precipitated by trauma stemming from change.

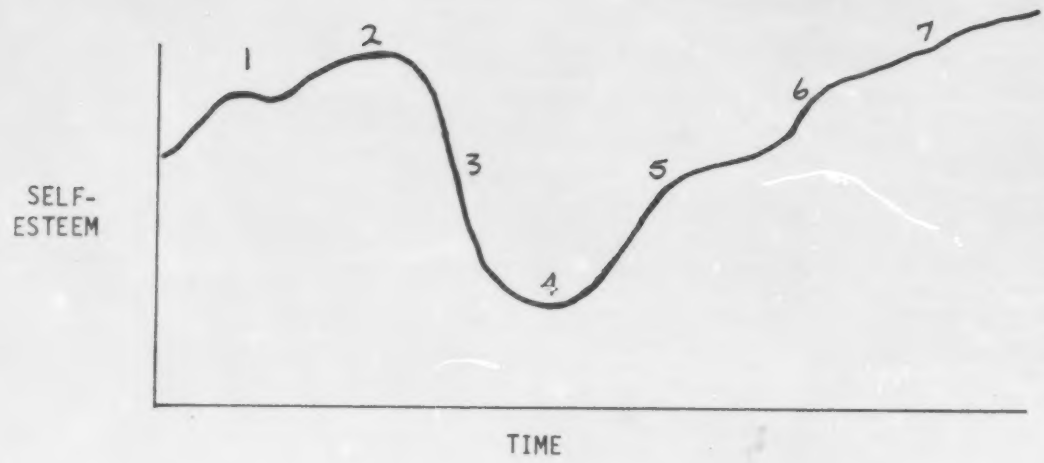
## CAREER TRANSITION AND OUTPLACEMENT SERVICES: ADJUSTING TO LOSS

Any career change is accompanied by loss. Even the person who is promoted in his work may have to endure losses; e.g., office location, work cohorts, family time, home and community (if relocation is required), and perhaps a part of some grand life dream as well. For the faculty member who is a candidate for outplacement services, the negative features of the loss are usually intense, and they are not immediately balanced by opposing positive forces. Additional forms of real or perceived loss associated with job termination include professional prestige, earning capacity, opportunity, success, trust, vitality, dignity and self-esteem.

McLean (1979) asserts that the ultimate work stressor is loss of job: "I am struck by the overwhelming reality of job loss and the threat of job loss, and the relationship in turn between job loss and ill health. The symbol of job to identify with, of an employer/union/work group to call one's own, is high on our scales of values. When such relationships are threatened or disrupted the disordered life which follows for the worker and his/her family often contributes to real distress" (p. 48). Based upon his literature review, McLean also claims that of the three major work stressors (anticipated job loss, actual job loss, and re-employment) the greatest incidence of ill health is associated with anticipated job loss. Furthermore, adjustment to job loss can be linked conceptually with the human grief response.

Hopson and Adams (1977) present a life transition model which encompasses loss, grief, and mourning. Figure 4 illustrates the stages of that process and the curvilinear relationship between process stage/level and self-esteem. According to this model, if self-esteem is traumatized due to anticipated job loss, taking action to implement self-concept into a career choice may be premature, and may have to wait until self-esteem is returned to a positive state and stabilized.

Using Hopson and Adams' model as a frame of reference, Brammer and Abrego (1981) have developed a support model for adults engaged in major life transitions, e.g., career change. The chief components of this model include: (1) development of psychological survival skills and personal enrichment strategies, (2) educational strategies and illustrative programs, and (3) self-help or peer group assistance strategies. From a professional perspective, the value of this model is its usefulness in planning and designing educational, counseling, and therapeutic strategies for assisting adults affected by transition, and in offering consultation support to related self-help groups.




Stages

1. Shock and immobilization
2. Minimization and denial
3. Depression
4. Letting go
5. Testing options
6. Search for meaning
7. Integration

Figure 4. Self-Esteem and Reacting to a Transition. (Adapted from Hopson & Adams, 1977.)

A basic premise of Brammer and Abrego's model is that even in states of distress, positive learning can occur which is conducive to personal development. They contend that during the adjustment to stress, the formation of new life goals and direction could prove to be more satisfying than the situation prior to the stressor event which precipitated transition. Furthermore, they assume that life-management skills, which are learned during the transition-based stress, can be effectively applied to subsequent life transitions and adjustments.

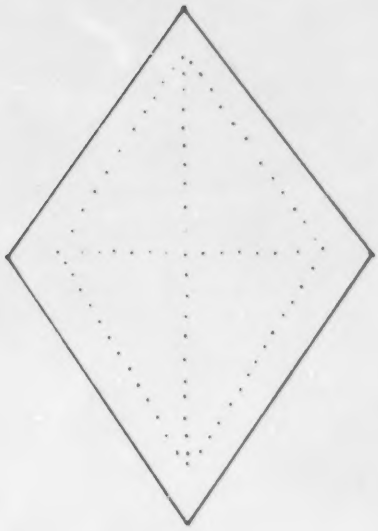
In this line of reasoning, adjustment to job loss, even though an unpleasant task for the faculty member, can be an occasion for career growth. The acquired skills of problem solving, decision making, and stress management may be employed to expedite adjustment during other critical transitions. It is the challenge of the outplacement specialist working with the terminated faculty member to provide appropriate direct and/or referral assistance as the person moves through the change. On the assumption that support can be provided at different levels (determined by training and experience), the professional outplacement worker should be astutely sensitive to his/her professional strengths and weaknesses vis-a-vis the outplacement client's needs. Concomitantly, the counselor should know what on-campus and community-support services are available, and how they can be utilized under routine or urgent circumstances.

## CAREER PLANNING: THE KEY TO EXPEDITING OUTPLACEMENT

A comprehensive model for career development within organizations has been developed by Walz (1982). The model consists of four major components: Career Catalyzing, Career Exploration, Career Management, and Career Pathing (see Figure 5a).

While Walz's model does not specifically address the outplacement experience, with minor revision and a significant addition, it can be made applicable. The suggested revision involves relabeling the Career Exploration component as Career Planning and then placing Career Exploration under Career Planning as a subcomponent (see Figure 5b). This action incorporates selected, successful features of programs currently in operation at the Goddard Space Center, the General Accounting Office (GAO), and the Lawrence Livermore National Laboratory. Furthermore, within this framework, career choice systems, such as the Appalachian Educational Laboratory's (AEL) Career Decision Making System, can be easily integrated to provide a structured, logical approach (supported by commercially prepared materials) for adults involved in career exploration, self-assessment, and other similar activities.

Career Catalyzing
Job Profiles
Job Skills
Task Identification
Career Paths



Career Exploration
Individual Assessment
Skills Preparation
Career Planning
Self-Analysis

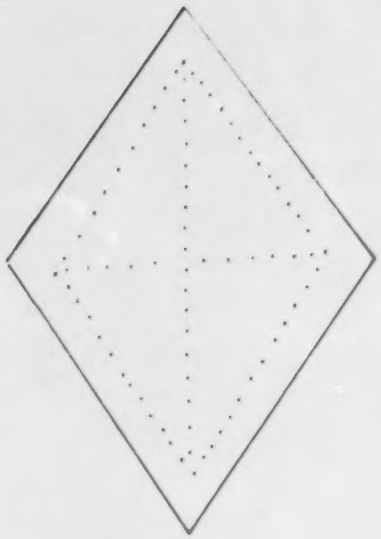
Career Management
Performance Evaluation
Organizational Needs
Job Abilities
Job Analysis

Career Pathing
Career Coaching
Path/Goal
Self-Development and Training
Review and Updating

Figure 5a. Career Development Diamond. (Adapted from Walz, 1982.)

Career Catalyzing
Job Profiles
Job Skills
Task Identification
Career Paths

Career Planning
Career Exploration
Self-Assessment
World of Work Assessment
Decision Making
Goal Identification
Choice
Choice Evaluation
Skills Preparation
Life Management
Non-vocational Assistance
Community Referral



Career Management
Performance Evaluation
Organizational Needs
Job Abilities
Job Analyses

Career Pathing
Career Coaching
Path/Goal
Self-Development and Training
Review and Updating

Figure 5b. Revised Career Development Diamond.

The suggested addition to the model includes a life-management component which attends to non-vocational employee concerns (e.g., coping with loss and stress). Such a change introduces a vital component from the tried and tested programs at GAO, Lawrence Livermore (as described by Lancaster & Berne, 1981), and the Virginia Tech Program (which will be discussed later in this paper).

When the Revised Diamond is applied to the outplacement function, the interacting components typically are career management, career planning, and life-management services. Suppose, for example, that student enrollments in a particular academic department decline substantially. In this situation, organizational needs (see Career Management component in Figure 5b) may dictate that some tenured faculty members be released. To assist the affected faculty members, outplacement services can be provided through the organization's Career Planning component. Moreover, other necessary support services may be offered through the Life Management component, which can be linked with career planning either programmatically or on an as-needed basis. If the terminated faculty member decides to pursue alternatives within the terminating institution, the Career Catalyzing and Career Pathing components of the Diamond come into play. In this example, the outplacement service is not treated as a separate entity, but as one function addressed through the interaction of the Career Planning and Life Management components.

It is worth noting that the career planning and life management aspects of the outplacement function could be provided on an individual or group basis, or both. The advantage of individual meetings is that they give the faculty member personal attention and the opportunity to explore her/his general life situation in a private, supportive atmosphere. The advantage of the group format is the economy of time and the expanded support which it provides to participating group members. It is the authors' bias that judicious use of both formats in tandem represents the ideal situation.

## RECAPITULATION

Up to this point, an attempt has been made to merge job loss and the outplacement function with salient career development concepts. In accordance with the operational definitions provided, career development, career planning, and out-

placement were claimed to be overlapping, related concepts. Career development has been presented as a sequential process having cyclic implications for adults involved in mid-life career change. Concomitantly, outplacement has been described as a helping strategy designed to assist the faculty member whose career development has been disrupted by job loss, which has resulted from an organizational decision or policy.

The salient career development concepts have included the following:

1. Job termination involves interrupting a career choice which is in the process of being implemented.

2. To the extent that career choice involves implementing self-concept, outplacement services should be prepared to provide ego-support systems, to offer self-concept building opportunities, and to take into consideration proper timing when guiding a person through the career choice process.

3. To the degree that career development is a cyclic process, the outplaced faculty member will necessarily experience a self-clarification and redefinition process prior to addressing the issues of what can be practically pursued and what will be pursued.

4. The multiplicity of life roles in career development has implications for considering the impact of job loss upon significant others and for examining other key roles (e.g., leisure) which may help to meet unsatisfied life needs during the adjustment process.

5. Coping with job termination involves managing loss and stress, and the skills that outplaced faculty develop may be subsequently applied to other stressful life transitions.

6. Outplacement services may be offered in individual and/or group settings and in educational, counseling, or therapeutic formats.

7. Career specialists who provide outplacement services should be aware of their clients' needs, their own professional strengths and limitations, and available community referral services.

8. An institution of higher learning that offers a career development program with career planning and life management components has the mechanisms in play to provide effective outplacement services for terminated employees, including faculty.

## FACULTY CAREER DEVELOPMENT

In the context of faculty career development, outplacement probably has its best points of reference in recent years in the writing of two people. From a broad perspective and a somewhat theoretical point of view, W. Todd Furniss of the American Council of Education has written Reshaping Faculty Careers (1981b) and "New Opportunities for Faculty Members" (1981a). Roger Baldwin of the American Association for Higher Education deals with both theory and practice in his book Expanding Faculty Options (1981), his dissertation "The Faculty Career Process--Continuity and Change: A Study of College Professors at Five Stages of the Academic Career" (1979b), and a comprehensive article entitled "Adult Career Development: What Are the Implications For Faculty?" in the American Association for Higher Education's Current Issues Monograph: Faculty Career Development (1979a).

Furniss (1981b) sets the academic and human condition by outlining the dilemma for faculty members in the changing climate of higher education in the 1980's. He reviews a dozen or so alternatives open to faculty preparing to deal with questions of their own career development, such as:

Should I stay in col ege teaching?
Should I go into business/industry?
Should I work independently?
Should I go into administration?
Should I retire early? late?

For these questions he proposed:

-Expanded career counseling programs.
-Day-long career development workshops.
-Six-week residential career development workshops.
-New policies on leave-of-absence.
-New policies on part-time work.
-New policies on consulting.
-New policies on pre-retirement and post-retirement employment.
-New information and support groups.

Baldwin (1979a) sees five rather discrete career stages for faculty members:

1. Assistant Professors in the first three years of college teaching experience.

2. Assistant Professors with more than three years of college teaching experience.

3. Associate Professors.

4. Full Professors more than five years from retirement.

5. Full Professors within five years of retirement.

He feels that some strong institutional support is needed to assist faculty through the transition from one stage to another, as well as out of the institution at any point if the faculty member or the employer feels a change is necessary. Baldwin's research indicates that the two most difficult career stages are the second, where experienced assistant professors question if this is the work they want to pursue the balance of their career; and the fourth, in which continuing full professors often wonder, after climbing to the top of the academic pyramid, if it is all worth it and, most importantly, worth the effort to stay at the top. Like Furniss, Baldwin stresses that institutions and faculty groups need to take assertive action to assist colleagues through the various career stages. The need for help is probably at its peak when the faculty member is going to leave the institution, either by mutual agreement or because of lack of opportunity to stay. This is the difficult point of transition when the ongoing employee/faculty career development program can provide maximum support.

Baldwin (1981) also provides brief descriptions of a number of career development projects in colleges and universities around the country. Four of the institutional efforts are highlighted here. For detailed accounts of the activities mentioned, the reader is referred to Baldwin's book, Expanding Faculty Options, which is probably the best source of information about the wide range of career development projects of the last decade.

1. Great Lakes Colleges Association (GLCA) is a voluntary consortium of 12 private liberal arts colleges in Ohio, Michigan, and Indiana. Over its 20-year history, GLCA has shown a strong desire for careful advance planning. A concern with professional faculty development emerged in 1974, and more recently, GLCA has turned attention to problems facing mid-career faculty. Specific activities have included the following:

- Investigation of existing career renewal programs.
- Evaluation of policies which help or hinder faculty career development, such as teaching loads, summer school assignments, and sabbatical leaves.

- Consideration of the possibility of faculty leaves in non-academic settings.
- Commissioning of a series of biographies of faculty who have made significant career transitions during their lives.
- Discussions of career renewal by faculty in individual colleges.

The outcome of a year of planning for faculty career development led to the conclusion that there were no quick or easy solutions. Efforts toward seriously addressing faculty needs in this area would take strong, deliberate, and long-term dedicated action. The matter is still under study by GLCA. For further information contact Dr. Jon W. Fuller, GLCA President, 220 Collingwood, Suite 240, Ann Arbor, MI 48103.

2. Gordon College in Wenham, Massachussets is a small liberal arts institution with a faculty of 55 and an enrollment of approximately 1,000 students. Like GLCA, Gordon's faculty have been involved in a professional growth plan since the mid 1970's. More recently, they have turned their attention to an individualized faculty growth plan or contract. These plans are comprehensive in nature and cover a period of two-to-five years. In 1980-81, over 83% of the faculty developed individual plans which included self-assessment, goal setting, goal achievement, evaluation of goal reaching, and budget. The program has also aided faculty through a Faculty Advisory Committee and is doing well after nearly a decade of operation. The college has assumed full support after initial support by the W. L. Kellogg Foundation. For further information contact Dean R. Judson Carlberg, Gordon College, Wenham, MA 01984.

3. Pennsylvania State College System is a grouping of the 14 publicly supported higher education institutions in the state. Their project was initially named a Career Development Clearinghouse and was designed to aid faculty who might be released because of funding cuts. Workshops were offered on job search skills necessary to locate work outside higher education--in typical outplacement fashion. The original intent evolved with changing conditions and was refocused on broader career development concerns; the name was also changed to the Career Renewal Project. There were two principal elements in the project: (1) on-campus career development resources, such as small libraries, career renewal training modules, and a faculty career development resource person; and (2) a series of career

development workshops, which attracted primarily mid-career faculty in an age range of 30 to 60.

A formal evaluation one year after the workshops revealed that faculty took the career renewal opportunities seriously and made some significant changes in their lives. There was especially strong support for the workshop format, and some participants were trained to lead subsequent groups. Funding cuts have restricted further development. For information contact Ms. Anne R. Edwards, Career Planning and Placement, Clarion State College, Clarion, PA 16214.

4. Loyola University in Chicago, Illinois has conducted a career development project since 1978 with a primary goal of free and open personal/career growth for all faculty and administration. There are several main elements to the project:

1. General services workshops which cover such topics as career renewal, time management, and financial management.

2. Small grant funds which provide up to $500 for career advancement or teaching improvement.

3. Skill development workshops on topics such as resume writing and interviewing.

4. Experimentation with career alternatives such as internal or external exchange opportunities.

5. Retraining to develop new skills in the chosen discipline.

6. Career support groups to aid those in career transition.

Faculty, administrators, and spouses have been actively involved in workshops, and internal and external placements have occurred in which some faculty have not returned to the university.

The Loyola University effort is probably the most comprehensive of the several career development programs reported in Expanding Faculty Options. For further information contact Dr. Robert Barry, Director, Career Development Program, Loyola University, Chicago, IL 60626.

More than a dozen institutional efforts were noted in that publication, in both two- and four-year institutions either on an individual basis or through joint efforts such as the Great Lakes Col eges Association. It is interesting to observe that many of the career development programs evolved out of faculty activities focused on instructional support, and most still have the original goal of improved teaching as a

continuing part of the career renewal thrust--somewhat like employee career development programs in business and industry which hope to increase productivity. A number of characteristics seem to be common to the various institutional efforts, for example:

1. Career resources for personal direction.
2. Career workshops with varying length and content.
3. Career consultation on a personal as-needed basis.
4. Internal and external exchange programs for career renewal.
5. Informal faculty outplacement assistance, as needed.

## A COMPREHENSIVE EDUCATION-BASED CAREER DEVELOPMENT PROGRAM: THE VIRGINIA TECH MODEL

In the spring of 1980, the Virginia Vocational Guidance Program (VVGP), through the Vocational Education Act of 1968 (P.L. 94-482), established a new set of funding priorities which included adult vocational guidance in the workplace. The Counselor Education Program Area and the Employee Relations/Personnel Office at Virginia Tech developed a proposal to launch a pilot effort at employee career development in a comprehensive university setting. The proposal was funded with a blending of sources from Virginia Tech and VVGP, with a total of less than $20,000 in direct dollar funding, plus contributed staff time.

The genesis of the propsal was a strong belief in the following important developments, which eventually became the foundation for the project:

1. The theory of career development through the life-span, life-space as advocated by Donald Super. (Details of this theory have been referred to earlier in this paper; the most recent summary appears in Super, 1980.) The central idea here is the interrelationship of work and leisure roles throughout one's lifetime.

2. The Career Decision Making System developed by David Ninefordner (1978) at the Appalachian Educational Laboratory (AEL). The application of AEL-based methods and materials occurred through the use of the data-people-things concept, the organization of occupations into the worker-trait group arrangement, and the use of self-assessment inventories, such as the Aptitude Checklist, Work Activities Checklist, and Work Situations Checklist.

3. The pioneer work in adult career development carried out at the General Accounting Office (GAO) in Washington, DC, and the NASA Goddard Space Center in Greenbelt, MD. Their work served as the models for a structure to translate these concepts into an organized delivery system, which will be noted in a later section on essential services.

4. The significant institutional cooperation over the years between the Counselor Education Program Area, an academic teaching unit, and the Employee Relations/Personnel Office, a staff unit. Both of these units could have launched an effort such as the ECDP, but it was much stronger because of the active, cooperative nature of the undertaking.

A very successful pilot project year was carried out in 1980-81, during which the focus was on the several hundred clerical staff at the university. Over 25 seminars were held with clerical workers and supervisors to explain the employee career development program, and two career development workshops of six sessions each were conducted for 30 clerical workers. Staff members made over 100 visits to the self-directed career center, and another 50 staff members participated in individual career counseling. As a research and development effort, this first year revealed several things:

1. A cooperative effort could be carried out by a university academic unit and a service department.
2. The clerical staff was eager to take part in career development activities.
3. Supervisors and managers were pleased with the results.
4. A university setting was an excellent location for an employee career development program.

The Virginia Tech Employee Career Development Project (ECDP) received continued funding of $31,000 for 1981-82 from VVGP and institutional sources. The several goals for the year included the following: (1) to expand the activities to the entire classified (non-faculty) staff, (2) to conduct a career development workshop in an off-campus location, and (3) to work with administration and faculty leaders to expand ECDP to include faculty. Results of ECDP's second year can be summarized as follows:

1. Visits to self-managed career center = 95
2. Individualized career counseling = 125
3. Career information seminars = 7 (in attendance, N = 250)
4. Career development workshops = 7 (workshop participants, N = 88)

## ORGANIZATION

ECDP's cooperative arrangement has served to expedite employee career assistance through the pooling of professional expertise as well as human and physical resources. The project staff, which consists of six professionals, reflects this collaborative arrangement: (1) Director of Employee Relations/Personnel Office

(Program Co-Director), (2) Counselor Education Program Area Leader (Program Co-Director), (3) Project Manager-Counselor, (4) Employee Relations Manager, (5) Personnel Office Placement Manager, and (6) Employee Relations Training Officer. This group meets on a regular basis in order to discuss program progress, problems, planning, and evaluation.

An Advisory Council was considered an important organizational need, and such a group was formed during the first year of ECDP to be concerned with building and sustaining a strong support system, with receiving evaluative feedback, and with formulating practical program activity plans. At various times the group has been made up of representatives of the University Library, the Student Union, the Colleges of Engineering and Education, the Extension Division, Food Services, Student Housing, and the Continuing Education Center. The Advisory Council meets quarterly with the project staff and is considered a vital element in campus communication and the credibility of ECDP.

## TARGET GROUPS

In its first year of research and development (1980-81), ECDP directed attention mainly toward the clerical staff in on-campus Blacksburg offices. During the second year, ECDP expanded services to all classified staff members (managers and non-managers) at Virginia Tech, including the Northern Virginia Graduate Center. After several months of working with the provost (chief academic administrator) and the officers of the Faculty Senate, ECDP was further expanded to include the faculty. Over 200 faculty (out of 2,000 total) responded to an invitation to participate. This led to a faculty career development workshop, as well as a great deal of individual use of both the employee career resource center and career counseling services.

## ESSENTIAL SERVICES

Seven areas of essential services are provided by the project staff, plus faculty and graduate students in the Counselor Education Program Area. All faculty and staff time was contributed on a volunteer basis. The seven areas are as follows:

1. Employee Career Resource Center. This facility provides assistance to workers and utilizes a self-paced, self-managed career planning system which features four discrete stations.

Station A: Understanding Self. From the findings of self-report, self-scored inventories, and career worksheets, employees can become better aware of their personal career traits (e.g., interests, values, and skills) and their objectives.

Station B: Understanding Environment. Using this station, the employee can explore the world of work (both on- and off-campus) and become familiar with occupational opportunities suitable to his/her career traits, as well as educational requirements associated with vocations of interest.

Station C: Taking Reasonable Action. The materials in this station are designed to aid the worker in formulating a logical career action plan based upon the results derived from Stations A and B. Specifically, the materials address decision making and the development of job search and job maintenance skills.

Station D: Life Management. The materials contained in this station address life concerns which may serve to block the career planning process. This station encompasses a broad spectrum of topics, including the use of leisure, alcoholism, smoking, heart disease, marital discord, parenting problems, and stress management.

2. Career Information Seminars. These one-hour seminars are designed to educate both managers and non-managers about what career development entails, how it relates to the career planning process, and how the program's services might serve to meet an individual's career development needs.

3. Career Planning Workshops. These workshops, which feature a study-group approach, are attended by groups of workers comprised of managers and non-managers. Consisting of a series of six weekly two-hour meetings, they attempt to provide workers with appropriate information, moral support, and essential skills development as they become involved in career/life planning.

4. Individual Counseling. While the program's focus is primarily vocational in nature, short-term (up to six sessions over six weeks) general counseling services are available to those who request confidential assistance with situational difficulties.

5. Manager Consultation. If managers are concerned with an employee's career development, or if they are in need of help in managing a problem-employee situation, consultation assistance is provided upon request.

6. Community Referrals. When employees seek counseling as the result of manager-initiated referral, an initial two-session evaluation is conducted. In cases where the nature and scope of the identified problem appear to require long-term counseling or therapeutic assistance, referrals are coordinated with appropriate community agencies.

7. Special Topic Workshops. Through career information seminars and campus surveys, an effort has been made to assess employee needs. Based upon the identified needs, special workshops may be developed and offered; for example, stress management groups were offered during three quarters of the 1981-82 academic year.

## SPECIAL FEATURE

ECDP worked in individual career counseling or career development workshops with a number of employees who expected to leave their job setting. Reasons for the leave included the termination of a research contract or grant, a family or spouse move to another location, a general interest in a life style/job setting change, and life/job dissatisfaction. The fact that employees were interested in some sort of change in work location was never the focus of individual or group counseling. Instead, all participants in project activities were urged to look at the broad issues of self-understanding, understanding of various opportunities and options, understanding of goals, understanding of the career planning process through the life span, and taking reasonable action. When the issue of changing jobs came up, it was treated as a natural part of the overall career development process which was being investigated. There were a number of cases where participants were assisted in locating suitable employment in other settings or changing positions within the institution—often an option not seriously considered. More frequently, workers who were taking a look at themselves and the options open to them decided they were better off in their present positions than they might be in other positions open to them. Also, it was often the case that intermediate and long-term career plans were made that would involve some job-try-out experience or extended class work (of a credit or non-credit nature, with or without a formal degree in view).

In addition, there were many cases of mid-career workers who felt they did not want a change of job, but wanted some new energy pumped into their lives. Often this need was addressed through the emphasis in workshops and individual counseling on the importance of leisure contributions to life satisfaction (see McDaniels, 1983). In most cases, the participants really had not taken a serious look at how their lives could be enhanced through an expansion of leisure activities. This was the situation for one participant who really liked her job, but felt that she and her

husband needed some new direction after the children left home, and neither of them wanted to move away from their present location. She took special delight in all the workshop exercises and activities, often sharing them with family and friends. The leisure exploration experiences opened up some important vistas, and both husband and wife agreed to investigate a number of mutual interests. They also learned through the career development workshop about a one-week leisure-learning institute at a nearby college and decided to enroll.

The point here is that people enter into career development activities for a variety of reasons. A broad approach to change must be presented, therefore, with job change as one of the options but definitely not the only one. Super's (1980) idea of multiple life roles needs to be emphasized; regular career development workshops can help people with outplacement concerns, mid-career persons seeking new life satisfaction, and pre-retirement planners.

## THE VIRGINIA TECH FACULTY EXPERIENCE

This discussion of faculty career services at Virginia Tech is presented against the backdrop of the earlier theoretical examination, the descriptions of programs at other institutions, and the review of the evolution of Virginia Tech's ECDP. As mentioned above, the involvement with faculty grew out of 18 months of career development activities with the non-faculty classified staff. The opportunity to expand ECDP to faculty was the result of lengthy discussion among the project staff, the provost, and officers of the Faculty Senate. In the winter of 1982, a background planning paper stating the case for faculty career development at Virginia Tech was circulated among the principals involved and subsequently approved as the foundation upon which everyone was to operate. The invitation to the faculty included library and extension positions as well as full-time teaching and research faculty. Of the 200-plus interested responses, many requested the background paper and nearly 100 asked for individual counseling or a place in a career development workshop. Only 16 places were available and they were quickly filled; individual career counseling also kept the project staff busy with appointments, and there were a number of faculty users of the ECDP career resource center facilities. As with the classified staff, the group activities in the career development workshops proved to be most productive.

### FACULTY CAREER DEVELOPMENT STRATEGIES

The approach used with faculty was fundamentally the same as that used with the classified staff in previous individual and group activities. Workshop content was modified only slightly to take into account the generally higher level of educational attainment. The chief foundation points still held; i.e., Super's theory of life span/space career development modified by Baldwin's notion of faculty development, the use of AEL materials as the main resources, the interpretation of the GAO/Goddard adult career development plan for a higher education setting, the organized cooperation between an academic unit (counselor education) and a staff unit (employee relations/personnel), and the integration of vocational counseling with the development of life management skills.

A male and a female member of the counselor education faculty co-led the workshop; this had become standard practice, and both co-leaders had conducted previous workshops with classified staff. Essentially the same six-week outline was followed, and faculty participants turned out to have similar problems: they also required support and coaching with setting goals, making effective plans, and recognizing their sabotage methods. In short, no significant differences were found between the various groups--adults are adults regardless of occupation or position.

An interesting note about the ages and concerns of the group quickly emerged. There were three very distinct faculty groups out of 16 who started and completed. These seemed to parallel Baldwin's (1981) description of some faculty groups in the following categories:

1. Roughly 1/3 were in their first five years of college teaching and felt uncertain about whether they were in the right place or occupation.

2. Roughly 1/3 were mid-career people sifting all alternatives and wondering how to spend the balance of their working lives.

3. Roughly 1/3 were pre-retirement people who were trying to get a handle on what to do next and stake out some plans for the future.

All 16 were potential candidates for outplacement in the sense of actively looking at the option of pursuing other alternatives, rather than continuing with what they were currently doing. The 1/3 who were in the first five years of teaching were the prime candidates for outplacement because they either were on fixed non-tenure contracts or were facing tenure decisions. Three of the members of this group also took advantage of the opportunity for individual career counseling and eventually accepted employment in college teaching elsewhere. Each one indicated that the individual and group career development activities helped them in this all-important transition.

Several vignettes may clarify how seriously some workshop participants considered leaving:

1. A mid-career person who had been working in a federally sponsored project for nearly a decade. Funding appeared to be winding down; the person looked at a wide range of post-project options and decided on a course of action which would utilize the deeper development of some leisure options, but stayed with the project as long as it lasted and planned for the future more assertively at the same time.

2. A non-tenure-track person with less than five years college teaching. After looking at all the alternatives, the person decided to give teaching one more try, if another position could be secured. Extensive work with the counselor/workshop co-leader on job search, resume development, and interviewing led to a job at a major institution. The person also discovered a deeper leisure interest in writing and set a goal of attempting to develop more popular versions of previous writing and research, so that full-time writing might be pursued if the new teaching position failed to work out.

3. A tenured faculty member nearing retirement with great uncertainty about the future. The person took the self-and-option-explorations very seriously and made some definite plans for retirement. There was an obvious boost in seeing other faculty members in the same predicament; setting some goals and making plans to accomplish them were aided by the group support and understanding.

4. A young faculty member on a first teaching assignment who had no previous full-time employment. Now a serious doubt developed about continued teaching or other options. After a look at a number of options, a decision was made to accept a teaching position in a large university near an urban center where consulting could be pursued more easily, as well as summer volunteer or paid experience in other work settings while deciding whether to continue in college teaching.

## FACULTY OUTPLACEMENT

As the previous illustrations indicate, it is the position of the authors that faculty outplacement should be part of a larger career development concern for all employees, both faculty and classified staff. There may, of course, be times when pressures to reduce faculty (or staff) force a greater emphasis on the required termination of certain individuals, because of funding cuts or other drastic reasons. Under those circumstances, a greater preoccupation with the transition to employment elsewhere would be a natural development. If a well-developed, well-thought-through program of total employee career development exists, minor shifts in focus can easily take place. It is argued here that if the ongoing core program is firmly entrenched, all manner of variation can be incorporated.

Put in its boldest terms, the contrast we are attempting to make is exemplified in the wide gap between Super's (1980) article, "A Life-Span, Life-Space Approach to Career Development," and the series of recent articles on outplacement in business and industry in National Business Employment Weekly (Teff, 1982; Tucker, 1982). Super views adults as playing nine major roles throughout life: child, student, leisurite, citizen, worker (employed and unemployed), homemaker, parent, and

pensioner. He argues that each person places more or less emphasis on these various roles throughout the life-span. Career development is then presented as a rainbow of roles across the life stages from birth to death. Super suggests there are two major uses of the Life-Career Rainbow:

1. To teach the concept of life-career, including the notions of life stages, life space, and life style; to help students and adults to see the interactive nature of the variety of roles constituting a career, and to show how self-actualization can be achieved in varying combinations of life roles.

2. To help counsel older adolescents and adults, so that they can learn to analyze their own careers to date and project them into the future, both as they have been developing and, with planning, as they might develop.

In this view of career development, outplacement becomes only one of several emphases--and for sound financial reasons as well. Teff (1982) and Tucker (1982) point out that outplacement is big business--at least 82 commercial firms grossing $60 million annually--with companies that have large layoffs and need assistance with next-step job location. What we contend is that higher education can do better than spend large amounts of additional funds to hire outside consultants to do something they should already be doing for all their employees. A key feature of the Virginia Tech model is the partnership between the employee relations staff unit and the counselor education academic unit. In other educational settings or on a smaller campus, an arrangement could be made between a college personnel unit and a student services unit, for example, a career placement or counseling office. In either case, faculty and non-faculty outplacement should be approached as a function of an ongoing higher education employee career development program.

## SUMMARY AND TRENDS

This paper has attempted to accomplish several objectives with respect to outplacement as an occasion for faculty career development: (1) to provide some rationale for faculty career development, based upon the work of such theorists as Super, Ginzberg, and Hershenson, as well as writers on the topic like Baldwin and Furniss; (2) to describe the Virginia Tech Employee Career Development Program as it has evolved into a model for both classified staff and faculty; and (3) to indicate how a larger university career development program can also serve an outplacement function. It is the authors' judgment that the Virginia Tech Model worked quite well and is ready for implementation in other institutions of higher education.

With the close parallel between problems in higher education and those of business and industry, educators will need to be much more concerned about career development for both the faculty and staff, not just for their students. In view of this, the following trends can be identified:

1. The faculty/staff of colleges and universities will expect to receive the same career development services that their counterparts in business and industry receive.

2. Institutions of higher education, rather than looking to outside sources of help, will seek to put together their own career development programs through a combination of resources; e.g., a counselor education unit, student personnel unit, and an employee relations/personnel office unit.

3. The career development needs of faculty/staff will continue even if the current economic and enrollment slumps are reversed.

4. The faculty/staff of colleges and universities will see employee career development programs as an important and necessary staff benefit.

5. Employee career development programs can help in easing the problems of pre-retirement faculty by pointing up a wide range of options not otherwise considered.

6. Women, blacks, and the handicapped in higher education will see employee career development programs as vital to affirmative action and equal opportunity goals.

7. College and university faculty development programs which have focused on instructional support and assistance can easily expand to incorporate career development.

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# Outplacement: Perspective And Prospect

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# OUTPLACEMENT: PERSPECTIVE AND PROSPECT

In consideration of present and future developments in outplacement counseling, two basic questions are asked: (1) What form should the counseling take? (2) How can program quality and effectiveness be insured? In its form, outplacement counseling is viewed as a component of a life career development program, with the following emphases: career change, major life career transitions, self-talk, performance reviews, personal development and renewal, and the ongoing nature of the program. To insure quality and effectiveness, outplacement counseling programs should include validated/experience-tested assessment instruments and activities, supervision by professional counselors, client acquisition of specific skills, an ongoing evaluation component, and regular inclusion of clients' significant others in the counseling process.

Whether outplacement is viewed as a natural extension of career development programs, as a fad, or as human resources window dressing, it is nonetheless apparent that both the need and demand for it are on the increase. Outplacement as described in this monograph is alive and well! There are several reasons to account for this growth. As the economy remains sluggish or enters into an even steeper decline, serious reverberations are occurring in business and industry, government, and education. Cuts that originally applied only to wage-earning employees and represented readjustments in production approaches in business and industry are expanding to include reductions in force and cuts in the ranks of middle managers and high-level executives. Schools and colleges, traditionally highly responsive to demographic bulges and depressions, are developing far-ranging programs of retrenchment and downsizing. These conditions are leading to the termination of employment for large numbers of persons who previously felt secure in their jobs. Whatever the locale, terminations that occur with such lightning-like suddenness leave many individuals totally unprepared to deal with the psychological and physical effects of the abrupt conclusion of a seemingly stable career and life style.

In considering the present and future development of outplacement, we need to address two basic questions. (1) What form should outplacement counseling take if it is to be most responsive to the needs of the individual and the organization? (2) What can we do to insure the continuing quality and effectiveness of counseling programs?

## WHAT FORM SHOULD OUTPLACEMENT COUNSELING TAKE?

The forms that outplacement counseling can take are probably as varied as the reasons and motivations for establishing the program. Outplacement may be a relatively isolated activity offered to terminated employees, often by outside consultants; or it may fill a gap in an existing human resources development program resulting from an increased number of separations. "Any form of outplacement counseling is better than no outplacement counseling at all" is an arguable premise. Anyone who has counseled with recently terminated persons or with persons expecting dismissal knows the extremely negative effects on both the individual and the organization that such terminations can engender. While the consequences to the individual are more visible and dramatic in many ways, the more long-term and insidious effects may occur within the organization where the specter of "Who will be next?" haunts those who remain on the employment rolls. It has been said that the real damage done by moles or spies within an organization is not the secrets they uncover, but the mistrust and suspicion they sow and the consequential negative impact on the organization's working climate. In a time of generalized anxiety and uncertainty about the future, the threat of termination, even when well-handled, poses enormous potential for damage to the working climate and to the attitudes and spirits of persons within the organization.

Following this logic, it seems reasonable that the highly preferred choice would be to regard outplacement counseling as an extension of the existing human resources program. As McDaniels suggests in this monograph, the term "outplacement" may itself be a misnomer, for assisting individuals to make career changes--whether internally or externally--should certainly be a major goal of any career development program. That one of the most severe consequences of the fear of job loss is personal ill health (McLean, 1979) further underscores career or job change, including involuntary change, as one of the most important life transitions to which a

career development program should be responsive. Failure to prepare individuals for a transition that has the potential for severe trauma or later life rewards seriously limits the effectiveness of the entire program.

The following points are important considerations in the outplacement component of a life career development program:

1. All career planning should include the probability of career change. In these lean economic times, there is the possibility, and for some people even the probability, that they will experience career change either inside or outside of the organization. Many experts speak glibly about the probability of individuals experiencing three to five careers in a lifetime. However, most people emphasize stability and straight-line projections in their own career planning and pathing. The establishment of contingency plans for sudden minor or even drastic changes in an individual's career position is, in this age, an important ingredient of truly effective career and life planning. The very process of thinking about the possibility of voluntary and/or involuntary career change can be helpful to individuals as they engage in important stock-taking at strategic points in their development. Change is the only certainty in the lives of most Americans, and therefore it behooves all persons to factor change into their plans and decisions.

One useful method of considering the impact of change on one's career and life plans is to image three types of change: possible, probable, and preferred. Possible changes cover the full gamut of what can happen to individuals in their particular situation. Many managers and executives (even presidents), as well as school personnel, who have lived secure in the knowledge that their careers would continue on into the future, have been totally devastated when they received notice of their termination and realized that career change was imminent. Unpredicted and unprepared-for involuntary change can clearly be catastrophic, and the imaging of all possible changes which might occur can help to minimize the "startle" effect and the immobilizing consequences of such change.

Probable changes are ones that accumulated evidence suggests would have good likelihood of occurring. Developing a list of probable changes involves people in assessing their own personal development, as well as the climate and the conditions within the organization. This personal and environmental scanning, while seemingly a common-sense form of current awareness, is in fact more rare than common. The

very process used by organizations in building loyalty among employees frequently discourages an individual, implicitly if not explicitly, from considering change. In his many discussions with managers and executives and educators, one of the authors has been impressed by the confidence with which some individuals aver, "The organization has always taken care of me in the past and I'm sure it will in the future!" Intense, disbelieving shock often occurs to people who hold such a view when they are confronted with change, be it career, geographical, or financial. Imaging and cataloging the probable changes that may occur to individuals for the near future (3 to 5 years) is an excellent way to involve them in systematic stock-taking and considering important consequences of probable change before it happens.

Preferred change is change that holds the most attractiveness for a person from among the many probable and possible changes. Viewing possible and probable changes in terms of their attractiveness allows individuals to prioritize them and to undertake the personal planning and behaviors which are likely to make preferred changes reach fruition. This "change targeting" not only enables people to mobilize their resources to achieve a preferred outcome, but also provides them with a sense of personal empowerment--the feeling that they are the master of their fate and by their own efforts are able to direct their future lives. Probably more important than any other factor, the sense of being in control of one's own life has significant consequences for the morale and elan of the individual, and, as a result, of the organization. The lack of feelings of personal power and control can have extremely negative consequences upon the institutional climate and the behavior of individual personnel.

2. Special attention should be given to major transition points in the life career of each individual. As Knowdell and McDaniels have pointed out in this monograph, although in different contexts, transitions or changes in people's lives which arouse strong reaction and feeling follow a predictable pattern of development. Experience has shown that individuals who have both identified and prepared for major life transitions are far more able to manage them than those who have not. Mid-life career change, currently popularized in the media, which can disrupt people's lives and result in personally devastating behavior, can, when prepared for, result in an extremely meaningful and positive reexamination of values with subsequent, highly beneficial goal-setting for future growth and development. The

effective career development program should give special attention to such major transitions as promotion, demotion, transfer, and termination. On the Holmes and Rahe (1967) stress scale, all of these transitions rank high in the amount of stress they cause for an individual. These types of stresses are best dealt with not in a passive, reactive way, but in a pro-active, planful way that enables people to anticipate predictable transitions and develop appropriate behaviors for dealing with them.

3. Negative self-talk has great influence on how we view events and situations. If we read and talk to ourselves about the horrors associated with career change and job termination, we can build an internal psychological Frankenstein of extremely formidable proportions. Contrast the individual who lives in fear of losing his/her job, and who therefore acts in an obsequious and timid manner (which really becomes a self-fulfilling prophecy), with the individual who has considered the possibilities/probabilities of career change, has developed an armamentarium for avoiding it, and/or has considered alternatives if it does occur. The former person is operating from a position of weakness and the latter from a position of strength, and the behavior of both is clearly recognizable to outsiders.

People should be helped in their career planning and career pathing to consider the opportunity value present in all crises. Tracing the critical events in one's life development, considering how one has responded to these events, and examining one's life history subsequent to those events can be very useful in helping people realize that such seemingly catastrophic transitions as divorce or job termination have actually been the beginning of a different, but new and more rewarding life. As hard as it may seem at the moment, we need to die a little or to give up something to take on and become something new. Our inability to see the opportunities inherent in a crisis and to capitalize on them is frequently the greatest barrier to our being able to profit from the life crisis. Adequately understood and used in career planning, individuals may very well profit from the serious consequences of job termination and subsequent outplacement.

4. A systematic program of performance reviews is essential to an effective outplacement function. The ability of individuals to undertake meaningful career and life planning depends to a significant degree upon the availability of accurate information on their present performance and the relationship of their performance

to the goals and objectives of the organization. Lacking adequate and realistic performance evaluations, individuals may delude themselves as to the quality of their work and their importance to the organization. Invariably, employees to whom termination comes as a shock felt they were safe because they were doing a good job and their work was essential to the organization. Investigation of these situations reveals either that the individual had not received regular and systematic performance reviews, or that the reviews were superficial and masked and did not communicate how the individual was evaluated in terms of both present performance and future needs and plans of the organization. A critical element of strategic management is to consider human resources needs and to undertake appropriate plans and developmental strategies for meeting those needs. When employees receive accurate and meaningful feedback on their performance as it relates to present organizational functioning as well as future needs, they are in a good position to establish personal plans and goals that are congruent with those of the organization. Crucial in this whole process is the need for regular (at least once a year) and systematic discussion of employee performance.

An increasing number of terminated individuals have been successful in class action suits against organizations because they were able to show that adequate cause for termination did not exist, particularly as they had been receiving satisfactory or better performance evaluations. To offer outplacement to a terminated employee may salve the conscience of an organization in that it has eased the process of the individual's leaving the company, but it may not provide an adequate defense against claims that the employee was not given warning of inadequate behaviors and/or sufficient time to improve in areas of deficiency. However helpful the outplacement assistance may be, it still may fall short of meeting Equal Opportunity Commission guidelines for legally adequate personnel policies and practices.

5. <u>The outplacement function should place a strong emphasis on personal development and renewal</u>. Many people have allowed themselves to vegetate professionally. A major emphasis in the outplacement program is assisting such persons to acquire immediately usable new skills and competencies. Many people who find themselves suddenly out of a job discover that while they have continued to perform well, they have neglected their own personal and professional renewal. Many execu-

tives have identified personal obsolescence as the number one problem in business and industry today. Most organizations have a systematic plan for updating and improving their physical resources, e.g., plant, library, facilities, equipment, and machines. Not nearly as many organizations give serious consideration to the renewal and development of their human resources.

A case in point is engineers. At the very time some organizations are releasing engineers in their 40's and 50's, they are hiring new, younger engineers with the up-to-date training and skills required by new products and procedures. Because the older engineers are too specialized in areas of engineering no longer crucial to the organization, it is seen as quicker and less expensive to hire new engineers than to undertake retraining. This is particularly true when employee renewal has not been an ongoing concern, and it is only at the time of major personnel decisions that retraining is considered. In some recent national publications, however, several management groups have indicated that the only feasible way to meet the current shortage in engineering person-power is to undertake a more conscientious and systematic effort to retrain existing engineers, perhaps over a two-year span, in new concepts and procedures.

While engineering provides a dramatic example of the need for renewing employee skills and competencies, the need for such renewal and updating is present in almost every job and career category. Living as we do in a time of information explosion, change is an expected and ever-present phenomenon, and the person who does not pursue a continuous program of lifelong learning and personal renewal is soon likely to become obsolete. A major function of the human resources program, especially through the career and life planning component, is to help individuals utilize input from performance reviews and establish personal growth goals which will help them acquire the skills and competencies needed to meet the demands of the emerging future. In recent times, business and industry have experienced a movement away from hiring middle and higher management staff to hiring individuals who are skilled and experienced in direct production. Individuals whose past work has focused primarily on staff functions should acquire both the training and the experience to work in more production-oriented jobs and tasks. This approach would help employees to avoid the large layoffs which are occurring, particularly at the middle management level, and would assist the company not only to utilize the

past experience and expertise of their present staff, but also to equip them with new skills and competencies.

Academic institutions have been accused of being organizations among the least convinced of the merits of education since they do so little to help their members, e.g., professors and teachers, to further their own education. Academic institutions are not known for their concern for their human resources or for any systematic efforts to utilize and develop them. In this monograph, McDaniels has described some interesting emerging programs that are designed to respond to this very issue. Key to the whole approach is the need for each individual to incorporate within his/her own career path a set of specific personal growth goals that are consistent with the objectives of the organization. For while personal growth areas are extremely important, if an individual wishes to remain with the organization, personal plans must correspond with the organization's future needs and goals. A prime example of such a situation happening right now is the need for professional people in all settings to become computer-literate--conversant with data processing and knowledgeable about the many-fold applications of microcomputers. Information is power; and individuals who eschew, do not understand, or are not experienced in the use of information systems will likely be severely handicapped in the performance of their work--whether they be managers who do not learn how to use computers for planning and retrieval purposes, or college professors or teachers who are not skilled in the use of an information system such as ERIC.

6. <u>The outplacement needs of the individual may best be met through an ongoing program of career and life development</u>. There is much to suggest that individual assessment and the establishment of personal growth goals consistent with present and future organizational needs can best be achieved through the career and life planning component of a comprehensive program of human resources development. This is not to deny, however, that along with technical assistance in planning and in development of needed skills for the future, the program should also offer needed emotional support. A large share of the services provided by many outplacement programs could have been offered at great benefit to the individual well in advance of the time of the termination. It is also arguable that had that assistance occurred prior to termination, the value of the individual to the organization might have been such that termination would not have occurred.

With the clear predictions for lean economic times for the foreseeable future, both organizations and individuals should be committed to preparing themselves for a wide range of possible, even probable eventualities. The much greater-than-average termination of female middle managers in business and industry, and the large-scale reduction of professors and teachers in "non-critical areas" are examples of situations where individuals, for the time being, are in high-risk areas and deserve special attention in developing plans for potential outplacement. If it does nothing else, this preparation in advance planning for outplacement—or more appropriately, for future placement--will mean that, when it does become necessary, the outplacement program will be all the more effective and meaningful, because the individual involved wil have had prior opportunity to think about and prepare for many of the questions and tasks that will be considered in the outplacement experience.

## WHAT CAN WE DO TO INSURE THE CONTINUING QUALITY AND EFFECTIVENESS OF OUTPLACEMENT COUNSELING PROGRAMS?

Previously it was stated that the best outplacement program of all would be one which was an ongoing part of the regular human resources development program. No matter how effective the overall plan for human services, or how extensive available assistance in career planning and career pathing, a special component devoted to the outplacement function is still desirable. Whether the emphasis is part of a comprehensive program or a relatively separate and focused service, however, the outplacement program should give consideration to several major points. Attention to these key ideas will, according to the author's experience, contribute to a better initial program as well as provide the substantive base and support necessary for continuing success.

1. Validated and experience-tested assessment instruments and activities should be part of the outplacement program. Career guidance today has changed from a situation in which an experienced counselor administers, scores, and interprets a battery of tests to counselees, to a much greater involvement of the individuals being tested in determining both what is to be assessed and how it will be assessed. Giving the assessees a greater role in the assessment process has obvious advantages. They can pinpoint the areas of their greatest need for information; they are likely to have more interest in and desire to use the results; and they will

undoubtedly take more initiative and responsibility in the total planning and decision-making process. However attractive these features may be, the movement toward self-exploration has had some negative side effects. For example, it has resulted in the use of unvalidated and often poorly constructed checklists and self-scoring instruments which, while purporting to measure significant personal characteristics and traits, are in reality very simple and unproven devices. Their major advantages are that they are easy to administer and score and have a high degree of face validity because they seem to focus on some important aspect of the career choice process. However, if the instruments are deficient in inherent objectivity and accuracy, they may be more deceptive and hurtful than helpful.

One of the great advances in vocational and career guidance over the years has been the development of sophisticated assessment devices which provide reasonably reliable and valid information. When used with care, i.e., by someone who has studied the manuals and understands the norms and the meanings of different scores, they can furnish extremely useful data for individuals to use in making important decisions. What is clearly most desirable is to involve persons sufficiently in the assessment process that they have a sense of ownership of the results, but also to insist that only instruments in which professionals have confidence be used. The data from the assessment process will lead to the first step in making vital life decisions and plans. If the data are spurious and either omit or distort important information about the person being assessed, they may damage significantly the quality and wisdom of the person's decisions. Outplacement service personnel should insure that the measurement devices provided to assist individuals to make judgments about themselves are indeed worthy of being used for such purposes, and that anyone who takes advantage of them is sufficiently trained to avoid over-generalizing or drawing inadequate or faulty inferences.

2. Only trained counselors should be responsible for the critical decision-making phases of the outplacement process. Persons of varying backgrounds who are committed to and prepared to work with people in a wide variety of ways can be useful as human resources in an outplacement program. Both research and experience have shown that trained peer counselors who work under the supervision of experienced and credentialed professionals can develop a high degree of empathy with and be extremely helpful to individuals in counseling or decision making

situations. No matter how great their contributions, however, they are not likely to have all the skills needed to help people work through the major life decisions and plans that frequently become the focal point of outplacement counseling. It is, therefore, appropriate that those who are most directly involved with outplacement clients be trained in counseling at the Master's degree level or above and have experience in working with adults in employment situations. It goes without saying that a cadre of counseling aides and peer counselors can be extremely helpful in the total process. The areas in which they are involved, however, should not be too broad and contributions and services to the program should not be over-extended.

3. The acquisition of a variety of specific skills is an important outcome of the outplacement service. Outplacement counseling serves many needs of the clients who are involved. One of the most important goals of the program, and one that often determines its long-term effectiveness, is the extent to which it assists clients to develop skills in decision-making, planning, self-exploration, job search, and employability. Providing information and helping clients to think positively about themselves and their opportunities are highly important aspects of the total process. Of particular importance, however, is that participants master basic skill areas so that they can accomplish the wide range of tasks associated with their own professional development and renewal. Shorter, "blitz" outplacement services seem to be long on information and exhortation and short on specific hands-on activities which enable individuals to acquire skills of lasting value and benefit. Competency measures should be used to assess the skill attainment level of participants to assure that they have mastered the important functions associated with outplacement, and at a sufficiently high level that they have a reasonable chance of successful self-directed placement.

4. An ongoing evaluation component will insure that the outplacement service is continually enhanced and improved. Personal testimonials and brief checklist inventories are methods regularly used to evaluate the effectiveness of the outplacement service. These devices provide interesting and seemingly impressive evidence to support the quality and effectiveness of the program. Since they are frequently communicated through decision-makers who gauge the quality of many evaluation activities by their brevity ("the shorter the better"), it is not surprising that many outplacement programs have been prepared to settle for anecdotal evidence.

In recent years, significant strides have occurred in both the methodologies and the instruments available for program evaluation. What is clearly needed is both ongoing and summative evaluation of outplacement programs that provides reliable data on both process and product. We need to know how well the program is functioning, i.e., how much the activities are contributing to the desired outcomes, as well as the extent to which individuals have been able to achieve predetermined objectives. Operating on the theory that "If people like it, the program must be good," we have frequently settled for primitive data which may grossly distort program effectiveness. The use of a variety of new measuring instruments, such as goal attainment scaling, retrospective pretests, and structured logs, can be extremely helpful in generating data which can be useful for program improvement and also provide documented, reliable, and convincing evidence to decision-makers as to the quality and impact of the program. If outplacement is to move beyond guilt-ridden frosting, then evaluation of the program must be continuous, both to establish the worth of the service in helping individuals attain their goals and to sift the useful and contributive parts of the service from those that are less effective. Perhaps one of the quickest and easiest guides to determining the inherent quality and effectiveness of an outplacement counseling program is to note the amount of self-evaluation integral to the program.

5. Significant others in the client's life should be built into the service. The decisions and plans made as a result of outplacement services have significant short- and long-term effects upon the lives of both the client and those who are significant to the the client, e.g., spouse, children, close friends. It is important, therefore, as part of the outplacement process, to involve the client's spouse in discussions of future plans. This not only emphasizes the importance of making collaborative decisions but is also likely to help clients develop a support group at a time when they need all the understanding they can possibly get. Involvement of significant others greatly facilitates their understanding of and support for what the client is experiencing, and they then have a genuine investment in assisting the client to implement the plans that they developed together.

The above suggestions by no means exhaust the considerations important in designing and implementing outplacement counseling services and ensuring their effective continuance. Attention to these major points, however, is likely to increase greatly the chances that an outplacement program will be of worth and significance to the clients who experience it.

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